


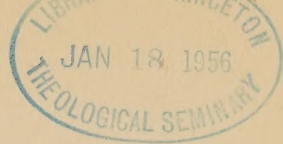
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Counseling Adolescents

Revision of Part I of
How to Counsel Students



Counseling Adolescents

Revision of Part I of
How to Counsel Students

by

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University of Minnesota*

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COUNSELING ADOLESCENTS

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To

DONALD G. PATERSON

whose numerous contributions to student personnel work
have materially increased the quality and effectiveness
of counseling techniques

PREFACE

This revision of Part I of *How to Counsel Students* centers around a new formulation of the broadened role of counseling in education. Stress is placed upon counseling as a form of personalized and individualized assistance to adolescents as they develop their full personalities in a societal and school context of other personalities and social processes and institutions. Counseling is seen as one of many means used in a democratic society to conserve, utilize, and foster the full development of its human resources through the optimum development of each member.

Thus it is that the author has explicitly oriented counseling toward, and geared it to, the realization of the social objectives of a democratic society. Before going on a scientific mission to postwar Germany, the author, like many colleagues, was pre-occupied with the perfecting of technical instruments and institutional programs in counseling and student personnel work. But the direct perception of what happened in Germany to people and to education awoke him from his clinic ivory-tower "dogmatic slumber" to the necessity of working professionally for the maintenance of a form of democracy which permits, and indeed encourages, the optimum development of each member.¹ Growth for growth's sake was not enough to make such growth possible. Therefore, in the first three chapters major attention is devoted to the role of counseling in democratic education and in democratic social processes. The author believes that all student personnel work should be evaluated in terms of its contribution to these social objectives, as well as in terms of the conventional criterion of contribution to the growth of individual personalities.

The author's conception of counseling is not restricted to the current emphasis on counseling as psychotherapy on the one hand, or to the use of counseling techniques within a clinic on the other. It is true that at present the growing edge of research

¹ E. G. Williamson, "Impressions of Student Personnel Work in German Universities and Implications for America." *Educational and Psychological Measurement*, Vol. 7, No. 3, pp. 519-537, 1947.

in counseling moves forward in the field of therapy. Older forms of counseling, such as vocational guidance, have become systematized and established. But the old must not be discarded for the new—rather should both be incorporated in a new synthesis of methodology and techniques. This broadened repertoire of counseling techniques needs to be utilized in classrooms, in administrative offices, in free-time activities, in dormitories, and in many other places where students grow and learn. The institution-wide application of counseling techniques is an old concept borrowed from the early writings of industrial psychologists and temporarily set aside by the current preoccupation with the important forging of clinic tools. The author seeks to regain a balanced emphasis upon the several aspects of a broad-gauged program in which teachers, clinicians, and administrators all play important, though differing, roles in the over-all modern collegiate way of life. The author's conception of the role of counseling and counselor is well exemplified in the quotation from Henry W. Simon fronting page 1.

This revision of *How to Counsel Students* covers only Part I of the original volume. A revision of the remaining chapters is in the process of preparation.

My colleagues in the Student Counseling Bureau were kind enough to permit the publishing of several cases taken at random from current case files. These cases were not edited in any way except with respect to names and other identifying data such as dates, family, residence, and colleges. The actual name of the counselor is retained in each case. The case records, test profiles, and similar documents are reproduced in full in order to describe and illustrate the types of information made available to counselors in this Bureau which confines its services almost entirely to student-clients. In many instances no mention is made in the counselor's dictated interview notes of many items in the case history. This does not mean that the counseling process was uninfluenced by such items. Rather it means that many such items served as a negative check on some important factor. The information served to indicate to the counselor that he need not explore further in a certain area, at least not at present.

No claim is made as to the completeness of these cases with respect to the readjustments which may have been accomplished

in the lives of the students. But the cases do reveal, in most instances, some of our current attempts to work out an integrated type of counseling which incorporates, when appropriate, features of vocational guidance, therapy, educational skills, and social adjustment. A volume of more extensive and complete recordings of case histories is being prepared for publication by the staff of the Student Counseling Bureau under the direction of Dr. Ralph Berdie.

Several colleagues kindly provided most helpful criticisms of the original book and the author wishes to acknowledge the stimulating helpfulness of these comments. Especially useful were the comments of Donald E. Super, Hilding B. Carlson, Nicholas Hobbs, A. Gordon Nelson, Frank G. Davis, Robert Hoppock, and Ruth Strang. They have enabled the author to clarify his own thinking on what were, in many cases, "fuzzy" points.

Alice Blackmun and June Stein were most helpful in preparing the manuscript for printing.

E. G. WILLIAMSON

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January, 1950

CONTENTS

PREFACE	vii
CHAPTER	
1. Counseling as Education	1
2. A Program of Student Personnel Services	30
3. Counseling in Student Personnel Work	51
4. Some Current Instructional Problems	78
5. An Outline of Clinical Counseling	101
6. Analytical Techniques	127
7. Applying Analytical Techniques to Students' Adjustments	151
8. The Art of Diagnosing	178
9. Techniques of Counseling	209
10. The Counselor's Psychological Background	241
APPENDIX: ILLUSTRATIVE CASES	
John Brown	285
Ray Dunn	305
Kenneth Eugene Holbein	325
George Jones	352
Frank Keen	365
Guy Stanley Livingston	386
Frances McGuire	407
James F. Peters	428
James Smith	444
June Sommers	460
Frank Wheeler	487
Carl A. Brandon	510
LIST OF VISUAL MATERIALS	537
INDEX	542

A fundamental difference between an art and a science is that the former assumes an audience and requires a style—a style to interest the audience. That is why physics is a science but the teaching of physics is an art. The art most like teaching is drama, with the teacher in the role of both playwright and actor. There is this important difference, however: the audience in a theatre is passive, and Tuesday night's show is almost identical with Wednesday's. In a classroom, the pupils take a part in the production that is as great as or greater than the teacher's. He may set the stage and preconceive the general outline of the play, but the class will have much of the important dialogue and action, and one can never be sure how the story is going to come out.—HENRY W. SIMON, *Preface to Teaching*, p. 68 (Oxford University Press, New York, 1938).

Chapter 1. COUNSELING AS EDUCATION

"The first goal in education for democracy is the full, rounded, and continuing development of the person. The discovery, training, and utilization of individual talents is of fundamental importance in a free society. To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy, and its furtherance of individual self-realization is its greatest glory."¹

Modern educational research indicates that children, adolescents, and adults functioning in self-initiated and self-maintained ways of living in a societal context are most effectively assisted to learn new social and political ideas, new consumer habits, new occupational skills, and new forms of self-government by means of processes which help remove obstructions to learning and which also strengthen those factors facilitating learning.²

If one thinks of the complex processes of growing from childhood through adolescence to adulthood as a learning process in the broad sense, then one may apply the criteria of facilitation and inhibition of such learning to the identification of those programs and agencies which assist or interfere with the individual in his growth processes. Such an application will yield interesting results. For example, that part of society's broad program of

¹ "A Report of the President's Commission on Higher Education." *Higher Education for American Democracy*, Vol. 1, Establishing the Goals. Washington, D.C.: Government Printing Office, p. 9, December, 1947.

² E. G. Williamson, "Counseling as a Fundamental Process in Education." Schoolmen's Week Proceedings, *Education in a Developing Democracy*. Philadelphia: University of Pennsylvania Press, Vol. XLVI, No. 28, p. 274, June 29, 1946.

Lawrence K. Frank, "Introduction: Adolescence as a Period of Transition." Chap. I, Part I, *Adolescence*. Forty-third Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1944. See also Allison Davis, "Socialization and Adolescent Personality," Chap. XI; Caroline Tryon, "The Adolescent Peer Culture," Chap. XII; and Caroline B. Zachry, "Preparing Youth to Be Adults," Chap. XVII.

assistance to its members which we call education may itself be either inhibiting or facilitating in its influence upon the growth of a particular child or a certain adolescent at a particular moment in his lifelong development. A case in point is the fact that when all the child's associates are studying the same subject matter at the same time such collective behavior may act as a facilitator of learning in many situations, provided, of course, that a particular child wishes to be well thought of as a conformer by his teacher, his parents, and his class associates. On the other hand, for those individuals who have rejected the class group or the class teacher, or who in turn have been rejected, such a group situation is obviously not a facilitator but rather may be an inhibitor of learning in the group situation. With respect to those general habits of citizenship so much to be desired in a democracy, such as orderliness, economic self-sufficiency, cooperativeness, and the ability to maintain amicable relations with others, each of these traits is learned or not learned by means of the influence of such commonplace and everyday facilitators or inhibitors to be found in each and every classroom and elsewhere in society.³

That part of modern education referred to as *counseling* is one of the personalized and individualized processes designed to aid the individual to learn school subject matter, citizenship traits, social and personal values and habits, and all the other habits, skills, attitudes, and beliefs which go to make up a normally adjusting human being. Broadly speaking, it is the function of counseling to assist the adolescent in high school and college to

³ In a different context McClusky discusses this phenomenon of facilitation and inhibition of the development and adjustment of youth with respect to certain widespread societal conditions, the restrictive structures of a society consisting of such a large proportion of dominant older persons: "The design of this discussion may be post-viewed as follows: Older youth and young adults are the growing edge of a culture and they are advancing through a period which in their own development, in most cases, initiates their adjustment to an occupation, the establishment of home and intensifies their need for the clarification of life values. The blind drift of social and economic forces tends more and more to obstruct the expression of these basic needs in our society. Older adults therefore must, by design, assist in the induction of young people into full participation in society." See E. G. Williamson, editor, *Trends in Student Personnel Work*. Minneapolis: University of Minnesota Press, 1949, pp. 49-50.

learn effective ways of identifying and then achieving desired and desirable goals, often in spite of certain obstacles to such learning. Counseling aids individuals to eliminate or to modify those disabilities which act as obstacles to learning, through the building up of basic skills, including reading and social adjustment. Moreover, counseling helps to produce certain desirable motivational effects by aiding the individual to select personal goals which themselves act reflexively as facilitators of further learning. Such goals may be vocational, personal, social, ethical, or of any type which the individual desires to set as immediate or remote objectives to be achieved through learning. In this sense, counseling is as fundamental a technique of assisting the individual to achieve a style of living satisfying to him and congruent with his status as a citizen in a democracy as are the instructional techniques used by the teacher, in classroom and laboratory, to achieve stipulated academic or educational goals in the field of knowledge.

It should be pointed out, with respect to the academic goals achieved through the classroom methodology, that *knowledge* is a very large part of every such goal set by the school system to be achieved by the individual pupil. For example, it is knowledge of the democratic processes involved in the election of public officials which is stressed in certain courses of study. Likewise, it is knowledge of the physical properties of certain chemical substances which is to be achieved in a class in chemistry. Knowledge is, then, in the broad sense of the word, a substantial part of the objectives to be achieved through classroom instruction.

Increasingly, however, in modern education, this objective of the classroom is being broadened to include another type of knowledge which the individual uses to achieve and to maintain *personal* adjustments judged desirable by him and by his associates, as well as by society in general. It is this broadening of knowledge in general to include knowledge useful to the individual student in his personal life which makes it possible for counseling and instruction to join hands in a new type of teamwork. The older type of separate functioning of counseling, outside the classroom and beyond the formalized teaching in the classroom, is gradually being replaced by a new type of reciprocal relation-

ship. When instruction viewed as assistance to learning becomes focused upon the individual and personal problems of the student, then we see most clearly the fundamental commonality of the two educational processes. Instruction and counseling then combine in a comprehensive program geared to the strategic objective of helping each individual to select and grow toward personal goals, of which one is the full development of each individual member of our democratic society.

In the above sense, counseling is one of several fundamental techniques of assisting the individual not only to achieve immediate personal adjustment but also to prepare for remote and adult adjustments. This type of counseling, involving as it does helping the individual to grow up normally to be a normal adult, is performed by certain specialists known as counselors. But it is also performed by everyone who maintains effective personal relationships with the individual, sometimes by direct information giving or advice giving, but more frequently and more adequately by those who help to crystallize the student's own thoughts and to find his own solution to his own problem rather than by imposing a standardized adult solution to the adolescent's problem. Counseling is thus nearly always an individualized and personalized one-to-one relationship in learning, although sometimes it may take a group form for certain types of experiences. In contrast with aspects of classroom instruction, it deals with the individual's own development and it is concerned with his desire to achieve his own individuality and to maintain it in the midst of a society of other individuals who also are attempting to achieve and to maintain their own individualities.

THREE STAGES IN THE DEVELOPMENT OF COUNSELING

We thus begin our discussion of modern counseling with emphasis upon these explicit objectives:

The fullest possible development of the individual as the *central purpose* in a free society

The *strategic importance* for democratic society of the individual's optimum and rounded development of his potentialities

The *influence*, negative or positive, of many social and personal factors which *impinge upon* or *impede* or *accelerate* the individual's development

The attention given today to these factors and to their interrelation contrasts sharply with earlier emphases in the development of counseling as a professional service to students. Throughout this book, we shall repeatedly return to new emphases upon these basic factors, since they are bound together as the core of modern counseling. We turn now to a brief review of three of the major stages of development to clarify further our understanding of present-day concepts and practices.

Counseling as Vocational Guidance. Organized counseling began with major emphasis upon assisting the individual to inventory his assets and liabilities for the selection of, and training preparation for, *occupational* adjustments.⁴ A major and productive impetus was given to this movement when the industrial psychologists, following the First World War, turned their attention to the development of aptitude tests usable in counseling students *before* they entered upon vocational training in the schools and colleges. Other types of problems and adjustments were considered and dealt with in vocational guidance, but in the main, the attention of both counselee and counselor was centered upon the vocational side of the client's life. Some advocates of this type of counseling focused rather narrowly upon selecting, preparing for, and entering upon a job. It was as though these advocates believed that the strategic and pivotal turning point in the making of a successful *life*, not merely a *job*, was exclusively bound up in the processes of vocational guidance. Other advocates of the vocational guidance emphasis in counseling were less narrow, but even they devoted only peripheral emphasis to the nonjob aspects of the student's total adjustment. As a positive gain, more recently this centering of attention upon job adjustment has shown that, even in his daily job in a factory, man lives not by work alone; indeed his job success and satisfaction are perhaps *not even chiefly* determined by the amount and job relatedness of his vocational aptitudes. Rather have Roethlisberger and Dickson found that success and satisfac-

⁴ John M. Brewer, *History of Vocational Guidance*. New York: Harper & Brothers, 1942.

George E. Myers, *Principles and Techniques of Vocational Guidance*. New York: McGraw-Hill Book Company, Inc., 1941.

Donald G. Paterson, "The Genesis of Modern Guidance." *The Educational Record*, Vol. XIX, No. 1, pp. 36-46, January, 1938.

tion in some vocations are bound up, in many as yet unknown ways, with a worker's emotions and with his social status in the eyes of his fellow workers.⁵

Thus it is evident that experience and experiment have forced the broadening of vocational guidance practices to correspond with our broadened knowledge of human adjustments and the factors involved in the development of socially effective personalities. We should note that this phenomenon of forced changes in underlying concepts and their derived professional practices has occurred in every profession in the field of personalized assistance to human beings in their attempts to develop individuality. Only in such occupations as ancient witchcraft have concepts and practices remained frozen and unchangeable, impervious to the influence of experience and research. If this generalization is sound, then the second and third stages we now turn to do not represent the *final* stages in the development of the profession of counseling. Rather do they represent our more recent formulations of our evolving knowledge and efforts.

Counseling as Psychotherapy. A second stage in the evolution of modern concepts of counseling arose from the attempts of psychologists and others to apply, within and outside of the clinic, to the treatment of emotional conflicts of the individual, the therapeutic techniques developed by Freud and his followers.⁶

⁵ F. J. Roethlisberger and William J. Dickson, *Management and the Worker*. Cambridge, Mass.: Harvard University Press, 1943, Chaps. XXIV-XXVI.

Joseph Tiffin, *Industrial Psychology*. New York: Prentice-Hall, Inc., 2d ed., 1947, Chap. 14.

⁶ Sigmund Freud, *A General Introduction to Psychoanalysis*. New York: Liveright Publishing Corp., copyright renewed 1949.

A. A. Brill, editor, *The Basic Writings of Sigmund Freud*. New York: Random House, 1938.

Gardner Murphy, *Personality*. New York: Harper & Brothers, 1947, Parts 4 and 5.

Carl R. Rogers, *Counseling and Psychotherapy*. Boston: Houghton Mifflin Company, 1942.

Prescott Lecky, *Self Consistency. A Theory of Personality*. New York: Island Press Co-operative, Inc., 1945.

F. H. Allen, *Psychotherapy with Children*. New York: W. W. Norton & Company, Inc., 1942.

John E. Bell, *Projective Techniques*. New York: Longmans, Green & Co., Inc., 1948.

This second stage in the development of modern concepts and practices in counseling preceded in point of origination, and partly paralleled in time, the first stages of vocational guidance. Its chief and often exclusive concern was the "underlying" or "central" basis or origin of behavior to be found in the individual's ego attitudes or "ego-involvements."⁷ Kluckhohn and Murray use different terms to describe a somewhat similar definition of personality, *viz.*, ". . . the organization of all the integrative (regnant) processes."⁸ Counseling practice, which is based upon or derived from this concept of personality as an integration or consistency of the many self-regarding or self-evaluating attitudes, must of necessity be concerned, usually exclusively, with those problems of adjustment and development which arise from or which produce self-conflicts. That is, psychotherapy is used in treating those individuals who are torn in their ego involvements between one set of self-valuations and another set which is opposite or at least a threat to the first self. Such a conflict situation may produce adjusting or adaptive behavior which is symptomatic of the underlying conflict within the individual. As a result of the inner conflict, the individual's personality is not integrated; it is rather inconsistent or divided against itself.

Counseling, in this type of situation, consists of various techniques and methods of assisting the individual to gain understanding, insight, and valuational acceptance of his conflicting self-valuations, in an attempt to regain integration of self.

In a later chapter we shall discuss the varied, and often sharply conflicting, movements and schools of thought in the field of counseling as psychotherapy. At this point in our discussion, we wish to emphasize the impact upon vocational guidance of counseling as psychotherapy. The impact has, in many instances, been a disruptive one, and the results have sometimes been to set the vocational guidance counselor against the psychotherapist in a pitched battle which often resembles the very phenomenon of a self-conflicting ego that therapy attempts to deal with. But out of such conflicts of concepts, the very essence of the scientific

⁷ Muzafer Sherif and Hadley Cantril, *The Psychology of Ego-involvements*. New York: John Wiley & Sons, Inc., 1947, Chap. 1.

⁸ Clyde Kluckhohn and Henry A. Murray, editors, *Personality in Nature, Society, and Culture*. New York: Alfred A. Knopf, Inc., 1948, p. 9.

method applied to man himself as a datum, has recently come a deeper and wider understanding of the nature of personality development.

The nature of this understanding is best seen in an oversimplified analysis of the locale of this type of counseling practice. Following the prototype of Freud, psychotherapy has developed as a one-to-one, therapist-client relationship in social isolation deliberately set apart from the client's daily social context. The implicit underlying assumption is that therapy is best achieved when the client goes away temporarily from his social world. Such counseling is sometimes thought of as a repair station set aside from the main social thoroughfare. The client's ego cannot become integrated in the midst of relationships with his family or in his job-social context.

Therapy attempted in such social isolation, while amply rewarding in terms of the client's reintegration of ego, may, nevertheless, represent less than the full and rounded range and necessary conditions for effective counseling in certain aspects of personality development. For example, some therapists of this school of thought have given but little attention to the *substance* of the client's interactions with other persons. Rather were the client's *reported evaluations* and *reactions* to his interactions considered sufficient data for effective therapy. Not the client's overt behavior, but only his reaction to his behavior—such was the restricted area of the therapist's concern. The experimental hypothesis that observations and samplings external to the interview situation might add new dimensions to the insight of either or both therapist and client—such a hypothesis was and is not tested by some therapists. Thus, we know little of the value of such noninterview observations because few systematic experiments have been made to test the hypothesis. Consequently, dogma and unsystematized experiences are often substituted for experimental studies. Indeed some therapists consistently refuse to take their own case history of a client and others go so far as to reject, or ignore, case data reported to them from other counselors and other persons whose observations often extend beyond the client's interview behavior.

A second consequence of the extreme application of the therapy point of view to counseling is the restriction of counseling to the

emotion—feeling—evaluation aspects of personality development. The assumption seems to have been made by such therapists that if the ego is but integrated, then the client will be able to solve all his subsequent adjustment problems on the one hand, and learn all the necessary skills and habits required of the client in his work, family, social, and societal adjustments, on the other. Counseling was said to deal with the integration of conflicting ego attitudes; all else in the field of personal services was not considered counseling. It might be described as teaching, personal learning, living, or what not, but it was not counseling.

One may note in this connection that the short history of counseling, as pointed out in connection with vocational guidance, indicates the undesirability of formulating the role of counseling in terms of such narrow and definitive finality that new truths may not be embraced without an abandonment of the old narrow concept. As we turn to a third stage in the development of our modern concept of counseling, we should note in passing that this new dimension of counseling, like the other two, has been in process of development parallel with, but for the most part unintegrated with, the other two. Perhaps the third stage will prove to be a more adequate and broadened synthesis of—not substitute for—vocational guidance and psychotherapy, as well as an incorporation of new knowledge of personality development as formulated by social psychologists and cultural anthropologists.

Counseling as Social Interaction in Personality Development. The third and presently emerging stage in the development of modern counseling stems, in large part, from Lewin's attempts to understand man in his social context, that is, as a personality interacting with other personalities in a social culture.⁹ The general term *field forces* is used by Lewin to speak at once of both the personality of the individual and the social pressures

⁹ Kurt Lewin, *Resolving Social Conflicts*. New York: Harper & Brothers, 1948.

See also earlier references to the Forty-third Yearbook of the National Society for the Study of Education. Robert J. Havighurst and Hilda Taba, *Adolescent Character and Personality*. New York: John Wiley & Sons, Inc., 1949. Ruth Fedder, *Guiding Homeroom and Club Activities*. New York: McGraw-Hill Book Company, Inc., 1949. Donald Snygg and Arthur W. Combs, *Individual Behavior*. New York: Harper & Brothers, 1949.

impinging upon him from the surrounding culture. Allport has contained Lewin's concept of man-in-society in these words: ¹⁰

. . . the group to which an individual belongs is the ground for his perceptions, his feelings, and his actions. Most psychologists are so preoccupied with the salient features of the individual's mental life that they are prone to forget it is the ground of the social group that gives to the individual his figured character. Just as the bed of a stream shapes the direction and tempo of the flow of water, so does the group determine the current of an individual's life. This interdependence of the ground and the figured flow is inescapable, intimate, dynamic, but it is also elusive.

As one stage in his own formulation of this newer concept of personality, Murphy describes the point of view of the *situationist* regarding the development and functioning of personality in the following words: ¹¹

The situationist requires that a study of situations that act upon persons should be at least as full and as systematic as is a study of the internal structures which respond to these situations. For the situationist, personality is the generic human response, the response which any human being has to make to a situation that is fully defined in terms of the role requirements of anyone who must function in that situation.

Murphy continues in his discussion with a critical analysis of the situation and its relationship to personality and finally modifies the above situationist point of view to conform to the field-force theory of personality. Making his generalization from Spemann's work in experimental embryology, he says, ¹² "It becomes evident that the individual does not unfold simply by virtue of inner dynamics, nor through response to outer forces alone, but as the result of an intricate interaction of the two sets of forces. . . . This concept of a unitary field of organism-environment is important for personality study."

Sherif has outlined and explored a similar point of view and summarized relevant experimental studies that give foundation to the concept. ¹³

¹⁰ Gordon Allport, "Foreword," in Lewin, *op. cit.*, pp. vii-viii.

¹¹ Murphy, *op. cit.*, p. 877.

¹² *Ibid.*, p. 882.

¹³ Muzafer Sherif, *An Outline of Social Psychology*. New York: Harper & Brothers, 1948.

A concept and a practice of counseling based upon this field-forces concept of personality have not yet emerged in the circles of clinical psychologists or counselors in educational institutions. These workers have thus far been dominated in their thinking largely by the concepts and contributions of industrial psychologists, measurement specialists, and therapists who operate within the context of a clinic and only with the client-reported data of self-evaluational reactions to the world external to the individual. Far too few counselors have broken out of this profession-culture cocoon to explore the developments in cultural anthropology or the field of social work in which some attempts have been made to perfect an integration of individual case work in the context of a group situation designed and structured to add to the therapy given by the counselor.¹⁴

Throughout our discussions in this book we shall explore and report the impact, in so far as it has been experienced or reported, upon the practice of counseling individual clients, of this new concept of the interaction of personality and the surrounding culture. To help us emphasize this new concept of counseling built upon the new theory of personality, we shall have recourse to Kelley's new and stimulating volume¹⁵ which provides a systematic and penetrating analysis of the peculiar students' culture of school and college in America. In our search of the family and community for influential forces, as well as therapeutic and other resources for the student's development, we must give particular attention to the special factors of the college as a culture society of tremendous importance in personality development and education.¹⁶

¹⁴ Joshua Lieberman, editor, Part IV, "Relation of Group Work and Case Work." *New Trends in Group Work*. New York: Association Press, 1938.

Grace Longwell Coyle, *Group Work with American Youth*. New York: Harper & Brothers, 1948.

Gisela Konopka, *Therapeutic Group Work with Children*. Minneapolis: University of Minnesota Press, 1949.

Harleigh B. Trecker, *Social Group Work: Principles and Practices*. New York: The Woman's Press, 1948.

S. R. Slavson, *An Introduction to Group Therapy*. New York: Commonwealth Fund, Division of Publication, 1943.

¹⁵ Janet Agnes Kelley, *College Life and the Mores*. New York: Teachers College, Columbia University, 1949.

¹⁶ The reader may be interested in tracing out some background phases of this concept. Elsewhere in this volume, especially in Chap. 2, we have

As we leave our summary description of the three stages of counseling, we quote again from Murphy to highlight the theory of personality culture which, it seems to us, is emerging as a more adequate formulation for the direction and support of counseling of adolescents in school and college.¹⁷

In the same vein, it is becoming recognized more and more clearly that what individual therapy can accomplish is limited by the nature of the polarity of the situation between physician and patient. The therapeutic interview is only one kind of situation, and it does not necessarily prevent the patient's subsequent failure when he confronts the other situations of which his life is comprised. For this reason psychiatry is making more and more use of situational therapy, is placing the patient in a world which will bring out what is wanted, a world like the one that he has to face. The psychiatrist who wishes to see the whole personality must see the patient in all the situations of his life; indeed, he must place him in countless new situations to bring out new aspects of his personality. The group therapist often succeeds in shortening this almost infinite process because many of

emphasized the contribution of nineteenth-century German philosophy of education to the present-day American orientation toward research as one of the chief functions of universities. In contrast, we imported into America a different concept from English universities, namely, the training of English university students as "the whole man, not merely as a brain, but as a being who is physically sound and also a citizen. . . . But I would not like too much *Wissenschaft* in English universities; certainly not for the average and weaker student, and certainly not at the expense of those communal and group activities (clubs, societies, debates, theatricals, and, above all, games and athletics), which contribute so much to a general and humane education, and to education for democracy. . . . A general and humane education, and education for democracy by community life and activities; through English eyes, it is in these respects that the German universities have hitherto been most lacking." (S. D. Stirk, *German Universities—through English Eyes*. London: Victor Gollancz, Ltd., 1946, pp. 61-64.) In his book, *Student Life and Customs* (New York: Appleton-Century-Crofts, Inc., 1901), Sheldon characterizes the seventeenth-, eighteenth-, and nineteenth-century background development of this English concept of the training of a gentleman, culminating in Cardinal Newman's concept of liberal education in which "liberal culture as thus described is as much the creation of student associations and intercourse as of the mastery of definite books or sciences. The discussions of the common room and the debating club, the contests on the river, the dramatics of the university theater, are as essential portions of training as the lectures or examinations." (Sheldon, *op. cit.*, p. 43.)

¹⁷ Murphy, *op. cit.*, p. 885.

the patient's critical maladjustments appear in group situations, and it is precisely in the group situation that the diagnosis and therapy are carried on. The group situation is likely, moreover, to present, along with people, the symbols and objects of material culture—money, books, houses, etc.—which are part of the day-by-day world of the patient; it is in this full cultural context that his difficulty is observed. None of this is meant to deny the reality of deeper or less accessible aspects of personality; but these, too, so far as we can ever hope to know them, are definable only as they interact with specific life tasks, life situations.

THE ROLE OF COUNSELING IN AN EDUCATIONAL INSTITUTION

Whose Education Is It? Our brief outline of three developmental stages of modern counseling will serve to prepare us for a review of the peculiar functions performed by counselors who serve in an educational institution, high school, or college. We need to see clearly the special part played by counselors in a social enterprise which is itself dedicated to the instruction of youth. But our inquiry is not directed to education in general but rather is restricted to educational enterprises in a democratic society.

We begin our analysis with the searching question: Whose education is it—pupils' or teachers'? If it is the teachers' education, then we will observe that education, broadly conceived, would seek to impose adult-selected goals and processes upon the individual. If it is the pupils' education in the sense that the pupils' own socialized development is the important goal to be achieved through self-instruction toward self-selected social goals, then different characteristics of education will be observed. It should be evident that the major *operating* objective of education for many decades has been to understand intellectually the world about us, politically, economically, and in other ways. Even the psychology of personal adjustment is sometimes taught as an abstract intellectual process and not as a personal and emotional learning experience. It follows that, to this extent, education has been largely an expression of the teacher's conception of what the individual should learn. That is, teachers collectively have determined that it is proper and best and right that pupils should grow to adulthood through processes of learning to under-

stand, intellectually, the world about them. The teachers, therefore, have determined the end goals and the means to those goals. To be sure, this oversimplification does not do justice to education, but it does highlight certain important weaknesses from the viewpoint of counseling.

To perceive the function of counseling in education, it is necessary to raise the question as to why we are so dominantly intellectual even in our current emphasis in education. Briefly, one of the more recent causes is found in our ideational heritage brought from Germany in the nineteenth century by our early Ph.D.'s in higher education who were indoctrinated in Germany with the dominant emphasis upon applying the method of the sciences to *all* phases of life. But along with the German Ph.D. and its emphasis upon scientific methodology, we also imported an *impersonalism* which is foreign to our education and to our culture.¹⁸

This impersonalism in education sometimes exemplifies itself, even today, in the lack of intimate personal relationships between teacher and pupil as a fundamental process in instruction and education. Certain other aspects of the German importation still persist, as was exemplified recently in private conversation with an instructor who said that he thought every student should be required to take several advanced courses in mathematics in order to learn how man thought when he was most rational. One may assume that what this individual had in mind was that all students who clearly perceive and experience rational thinking will thereby use that example as a personal goal to be achieved and maintained throughout the rest of their lives. A counselor, on the other hand, would probably take the point of view that setting such an abstract ideal, very rarely attained and maintained, may have its pedagogical advantages from the faculty's point of view, but it has the decided disadvantage of being so uncharacteristic of most men. A counselor would maintain, in contrast, that it might be far more effective pedagogy, in the broad sense in which we have been discussing pedagogy, to require every student to take several courses in abnormal psychology in order to learn how man, as the irrational animal he is, actually does think as opposed to how he theoretically

¹⁸ W. H. Cowley, "European Influences upon American Higher Education." *The Educational Record*, Vol. XX, No. 2, pp. 174-185, April, 1939.

should think. The latter point of view would therefore accept man as fundamentally an irrational animal, and we would learn to live with him as such, rather than permitting our dissatisfaction with him to motivate us to remake him into an impersonal, rational machine. This illustration is, of course, not to be taken as an absolute delineation of counseling from instruction but merely as an illustration of certain desirable emphases.

Educational Goals: Heroic Style! Now the question of "Whose education is it?" leads us to a further brief analysis of certain characteristics of modern education. We adults do most of the planning of the learning processes, and we set the objectives for this learning. Indeed, we often set up universal goals which even we have not fully achieved, as is illustrated by the quotation below listing ideal goals which very few adults ever achieve and which, from a counseling point of view, are so remote, abstract, and heroic in stature that their desirability, as well as their achievability, may be very seriously questioned, except by those humanists who find Platonic-like abstractions to be congenial to their personalities.¹⁹

Stress is placed on the needs young people have in common—the "imperative needs of youth" frequently overlooked in the conventional offerings. Among these needs are the ability to understand the rights and duties of democracy; the significance of the family and the conditions conducive to successful family life; to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts; to develop capacity to appreciate beauty in literature, arts and nature; to develop respect for other persons, to grow in insight into ethical values and principles, and to be able to live and work cooperatively with others; to grow in ability to think rationally, to express their thoughts clearly, and to read and listen with understanding; to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

This list of developmental ideals serves to remind us that there is sometimes a marked disparity between the adolescent's level of mental, social, and emotional maturity and desire to learn and the adult's curriculum which we try to teach him—in many

¹⁹ Review of *Planning for American Youth*. The Woman's Press, June, 1945, p. 49.

cases before he is ready to learn at our adult level of maturity. We sometimes forget that learning is not merely teaching at the adult's level of comprehension; nor is it a mechanical process of passing out information by word of mouth in classroom, laboratory, or library. It is trite to say so, but we need to remind ourselves that learning must be desired and the material must have meaning to the individual. The mechanical process of instruction does not automatically and necessarily produce a desire to learn in the absence of such meaning. And unless there is a desire to learn, the materials of instruction may be merely repeated in a parrotlike manner with a minimum of retention and even less incorporating or interiorizing of the experience into the personality of the student.

The Adolescent's Curriculum. In contrast with the adult's idealized conception of the fundamental goals of education listed above, many of the things that the modern adolescent wants and needs most to learn are not taught in the home, the church, or the school. Some materials which are vital, not only in the immediate life of the individual but also in his remote adult life, are in effect not in the "approved" curriculums. Rather do we adults often expect pupils to be as interested in world events as we are after having become adults. We sometimes forget the long years of struggle necessary to achieve our present level of understanding and interest. Such a point of view causes us many times to disparage certain simple, homely learnings which the adolescent needs *now* as an adolescent.²⁰ Throughout this book we shall repeatedly point out examples of the type of learning materials thus needed by an adolescent.

Counseling as Methodology. To turn from this emphasis upon the content of learning, we may characterize the teacher as a fundamental factor involved in the adolescent's learning to mature into a normal adult. If we conceive of learning as a fundamental process in the setting of goals and the making of adjustments, then the teacher should be the community's outstanding specialist in adolescence and in ways of growing effectively through adolescence into adulthood. But too frequently teachers have been dominated by adult goals of education and by adult

²⁰ Malcolm S. MacLean, *Scholars, Workers, and Gentlemen*. (The Inglis Lecture, 1938.) Cambridge, Mass.: Harvard University Press, 1938.

processes of learning. As a result, we become teachers of subjects which sometimes have only restricted value in presently helping the pupil to become an adult or in teaching him how to deal with an adjustment problem which, if unsolved, will interfere with achieving adulthood. We often become skilled in the ritual of teaching but divorced from the learning processes and experience of adolescence. In effect, we may tell pupils, "Park your adolescence at the door of the classroom before you come into the adult intellectual world." Or we seem to say, "Don't act like an adolescent; act like you were grown up."

By way of contrast, when counseling is viewed as a fundamental educational process whether done by a specialist or by a teacher who functions as a counselor, the "content of the curriculum" is determined by the individual pupil, although there may be commonality among several students with respect to broad categories of adjustment and learning. But in the one-to-one teacher-learning relationship which we call counseling, the adolescent talks about and learns what bothers him, and in that sense he determines the content of the counseling curriculums. This is, in reality, learning in an informal manner, and a type of learning often retained longer and producing more effect than does that classroom learning which is depersonalized and standardized in broad, impersonal categories.

Parenthetically, industry, which is usually thought of as not being very much interested in human beings as individual persons, is beginning to learn that even with adults personalized counseling is important if the worker is to be well adjusted and, therefore, most efficient.²¹ Thus we see that the mass industrialism of the past century is giving way to greater emphasis upon individualization and personalization of relationships among workers and between workers and management. In the past, particularly in colonial colleges and also in their present-day progeny, the small and independently maintained liberal arts colleges, we thought of education as characterized by more personalized relationships than is industry. But with the present humanizing movement in industry, education may very well prove to be the last of society's organizations and agencies to treat the individual in an individualized manner, as opposed to herding

²¹ Roethlisberger and Dickson, *op. cit.*

him *en masse* and applying standardized goals and standardized processes to the group.

In the respect in which we have been discussing this topic, counseling is both a supplementary and an alternative method of helping the individual learn those things which facilitate adjustment, both immediate and remote, and also assist him to remove obstacles to his learning. Counseling is also a point of view, a philosophy of education, emphasizing human values and human development. Counseling is likewise a body of techniques or ways of helping young people grow up normally through assisted or guided learning. These techniques may range from the simple human relationships of a casual sort to very profound therapy and remediation. Therefore, counseling is not so much something added to what teachers do now, but rather a different way of doing what some teachers do now, directed toward different goals and emphasizing different values. If we accept as education's basic goal the fundamental life adjustments, both immediate and remote, of each pupil, then counseling, as personalized and guided learning of a one-to-one type, is a fundamental process. This is not to say that it should replace classroom instruction but rather that it takes its place in a broadened scheme of education as an added method designed to achieve new goals on the one hand, and to help achieve more effectively those old goals which persist as basic in a free democratic society, on the other.

The Strategic Timing of Counseling. Counseling assistance is provided for the adolescent during the period when the process of conscious and emotionalized differentiation of self from others is heightened and accelerated. At this time, he is extending his range of friendship to new and different persons. He is also stretching the ties that have bound him to his family with resultant ambivalent reactions and attitudes.²² He then begins to think and plan for economic self-sufficiency and independence from parental doles and allowances. He strives to see clearly his future occupational security. For many students, all these and many other peculiar problems and adjustments come into

²² Kate Hevner Mueller *et al.*, *Counseling for Mental Health*. American Council on Education Studies, Series VI, Student Personnel Work, Vol. XI, No. 8, pp. 11-12. Washington, D.C., American Council on Education, July, 1947.

sharp focus during the adolescent period of developmental transition from childhood to adulthood. It is from such problems that counseling takes its character in the schools.

These transitional questions and problems were no doubt of a complicated nature even when, centuries ago, the state of adulthood toward which the adolescent was developing consisted of a restricted range of social, personal, and vocational opportunities from which to choose. After all, in the medieval period the indentured apprenticeship system of occupational distribution and guidance was relatively simple, or so it seems to us from this later complex point in societal development. In sharp contrast today, we are acutely aware of the current complexities in the adult world which the adolescent faces during his transition period. For example, modern communication media constantly bombard him with news of the shifting economic scene, which data he tries to translate into answers, not for adolescents in general, but for his own personal query about his possible place in the world of work. Not only is he often bewildered by the greatly increased range of such possible opportunities, but he is also beset with fears of being crowded out of work, and he experiences, in anticipation, many other types of occupational insecurity.

In other areas of his transitional experiences he becomes aware of the hazards confronting him as he looks forward to marriage and happy family life. On all sides he is confronted not only with information about opportunities for successful adjustment but, and this situation the past generations probably knew less intimately, he also has been acutely informed through public discussions of the equally wide range of opportunities for failure. How to secure one and avoid the other is his insecure query of his counselor—and of anyone else who lends a sympathetic ear.

SELF-VALUATION AS AN INTEGRAL PART OF DEVELOPMENTAL ADJUSTMENTS ²³

We discussed as one of the three stages in the development of modern counseling the therapeutic techniques which deal with

²³ Bordin discussed the differentiation of content from attitude toward content of adjustment problems as one of the current issues in the con-

the client's emotional and valuational reactions to his adjustments and maladjustments. We return to this topic at this point for a more extended discussion. We repeat that the *substantive* conditions faced by the adolescent in the adult world are only a part, and often a minor part, of his transitional adjustment. It is clear that all his adjustments, choices, and other experiences have intellectual and factual content, that is, they have to do with objectively real situations and experiences. But these situations not only exist, they also are emotional and value-toned. They all involve his evaluation of himself and his emotional reactions to others' evaluations of him, a quality of high significance but one often neglected and ignored by adults. Thus, for example, an adolescent boy may desire to become trained as an artist. But his aggressive, self-made, executive-father may insist upon the choice of medicine and even dismiss art as a waste of time, thereby producing a value conflict in the son. In such a case, the mere giving of occupational information about opportunities in art—or even the test-determination of art aptitude and interest—often does little to dissipate the anxiety, ambivalent and other emotional disturbances which serve to block the son from making a straightforward intellectual approach to his problem of choosing a vocation.

Such an illustration of the complex interrelations of different types of transitional adjustments sets the stage for the emergence of counseling as a generic method dealing with self-valuations or ego involvements²⁴ in gross emotional conflicts, aesthetics, social philosophy, and other realms of life.²⁵ Counseling must deal both with the content of the adjustments and also with the individual's attitude toward and valuations of his adjustments. Therefore, all counselors must be well skilled in a variety of techniques, both

cepts of counseling held by different counselors and schools of thought. See E. S. Bordin, "Counseling Points of View—Non-directive and Others." *Trends in Student Personnel Work*, E. G. Williamson, editor. Minneapolis: University of Minnesota Press, 1949.

Carl R. Rogers, "Some Observations on the Organization of Personality." *The American Psychologist*, Vol. 2, No. 9, pp. 358–368, September, 1947.

²⁴ G. W. Allport, "The Ego in Contemporary Psychology." *Psychological Review*, Vol. 50, pp. 451–478, September, 1943.

²⁵ Sherif and Cantril, *op. cit.*

those dealing with content and those subtler ones dealing with self-valuations.

In later chapters we shall stress these two interrelated and interacting aspects of counseling. But here we shall sharpen this concept more pointedly with respect to our theme of counseling in an educational program by alluding briefly to some high spots in the historical background of these two aspects of modern counseling. We shall disregard for the moment earlier classical origins, noting that medieval education stressed and embraced both intellectual content and values, albeit the chief and almost only emphasis was placed upon the values of organized religion as then formulated. Butts generalizes thus: ²⁶

Acquisition of subject matter was the overpowering concern of medieval educators, along with the desire to instill proper religious attitudes among the younger students. These two concerns were the greatest legacies of the medieval heritage to education.

The concern for the development of the individual and for his preparation to engage in the society in which he would live outside of the church was notable by its absence.

In later centuries, when education became essentially secular, the religious emphases and values diminished and almost disappeared in certain instances, notably those educational movements founded upon the assumption that man is, and should be, a rational and nonvalue phenomenon. Unfortunately, when religion and education were separated, no great dynamic value force replaced religion, although the historical literature is full of instances of attempts to substitute the reformation ideal of the *Individual* as a value and there are other instances of attempted establishment of *Society* as a supreme value. The classical humanists made only partial progress with their emphasis upon the full development of the human individual, and society was too diffuse an ideal to attract and hold personal loyalties. Thus it was that, essentially, the value emphasis in education was seriously weakened for centuries. And when the Germans experimented in applying the objective (depersonalized) method of science to all areas of life, then even the classical humanists

²⁶ R. Freeman Butts, *A Cultural History of Education*. New York: McGraw-Hill Book Company, Inc., 1947, p. 196.

lessened their emphasis on *human* and became what has been characterized as "dative hunters."²⁷

Today, as the result of many social and thought revolutions, education seeks to reinstate values, this time *social* values. Today, the intellectual content of formal and informal learning is permeated with two major value orientations and emphases: (1) the full and rounded personal development of the individual as an emotional as well as an intellectual being, and (2) the development of interaction among such developed individuals in a society which places first in its value scales the further development of its individual members. The President's Commission referred to at the opening of this chapter has restated in contemporary terms and context this dual aspect of American education.

It is from the point of view of value that counseling takes its orientation and seeks to play its role in the social enterprise of a balanced development of adolescents, a balance of intellectual, emotional, and valuational development. In our subsequent discussions of technical features of counseling, we shall keep in mind that the *social purpose* of counseling is integrated into a working whole of the separate and individualized instances of assistance to individual students in whom emotion and intellect and values are interacting parts of a balanced whole. In the light of this broad-gauged social purpose, we now turn to a consideration of the part the counselor plays in the adolescent's efforts to achieve and maintain a balanced development with respect to his transitional adjustments and readjustments.

Is Counseling Socially Neutral? What part does the counselor play in counseling? Is he teacher, participant, or only a catalytic agent? His function will bear scrutiny since, as the agent, he will make of counseling an influence for social and individual betterment, as emphasized previously, or an influence that retards the full development of the individual.

For decades, we have heard the maxim quoted, "No counselor should make the client's decision; he must make his own even if he be wrong." In passing, it should be noted that our American culture permits of no fundamental disagreement with such a dictum. Through a variety of means, we in America have long

²⁷ Merle Curti (*The Growth of American Thought*. New York: Harper & Brothers, 1943, p. 591) adds perspective to this evaluation of the danger of "the pedantry of German erudition."

sought, with more or less success, to inculcate in children the doctrine of self-determination of life goals and of the means to those goals. But as is the case with all dicta, this one on self-determination is sorely in need of careful scrutiny. We shall analyze this dictum of the counselor's neutrality from two stand-points: (1) the effect upon the individual student of observing and of not observing this approach in the counseling situation, (2) an analysis of the axiom from the point of view of its effect, observance, and nonobservance upon the evolution of a society of free men. In passing, we may express doubts that counseling neutrality should or would be observed to the extent that it leads directly and immediately to self-destruction of the client. Such an extreme application of the dictum is not at issue in this discussion. We are concerned here rather with the counselor's functions in assisting the individual client to develop self-directing skills and insights as a basic part of his emerging individuality. We are concerned with the part counseling plays in the full growth of free men in a democratic society.

Neutrality and Permissiveness. We cannot agree with those who assign to the counselor the symbol role of a silent and benign Buddha. Nevertheless, with respect to certain emotionalized and confused situations, it is evident to all that a "command" type of relationship plays havoc with the client's acquisition of insight and self-confidence. Likewise an already timid person is made even more disturbed by being dealt with as though he were well adjusted. And the formerly widely used hortatory insistence methods, in which the words "ought" and "should" and "must" carry the weight of imposition, are no more effective today than they were decades ago when used in the counseling of juvenile delinquents. For certain situations and persons, more subtle and less disruptive techniques must be used, and our problem becomes one of teaching counselors how to identify these situations before damage is done to the relationships which are so important in counseling.

It should be said in favor of the neutrality of the counselor, that certain individuals, experiencing emotional confusion and rejection, talk most readily and are best assisted, therapeutically speaking, when the counseling relationship is a permissive one, that is, one which they can continue or terminate as they choose

without fear of reprisal or penalty. Moreover, in certain types of emotional conflict and rejection, clients are best enabled to acquire deep insight into their own personalities and to achieve therapeutic equilibrium, when they are aided to work out their adjustments as they prefer and in a sympathetic but "neutral" counseling situation. It is on the basis of this principle, for example, that we say a counselor must not be shocked and must not censure a client regardless of the "immorality" of the behavior exhibited.

Neutrality as Indifference. These generalizations about neutrality in counseling have sometimes been overgenerously and even carelessly used as a basis for concluding that the counselor should not take sides in any manner, that he is truly neutral. Neutrality in this case would mean that he would not be concerned whether the client recovered or continued with his maladjustment. Such a neutrality would be ridiculous, both because it could never be fully achieved (no counselor can long be indifferent to his continued record of "unsuccessful" cases), and because such an extreme attitude would have a very serious effect upon the outcome of counseling itself.²⁸ A sympathetic relationship with his client is one of the essential ingredients of the effective counselor. Any client who concluded that his counselor was truly indifferent (one type of neutrality, let it be noted) to the outcome of maladjustment would thereby be aided to continue with his maladjustment, scarcely a desired result of responsible counseling.

What is really desired is a different type of neutrality, one in which the counselor and client both join heartily in working toward the desired ends of counseling, but one in which the client is aided, sympathetically and with consummate skill, to learn with a maximum of initiative, responsibility, and participation, the ways and means to that commonly desired goal—the continued growth and effective living of the client. In this type of situation the counselor is regulated in his own participation by the subtleties and profundities of Dewey's emphasis upon the effect on learning of the maximum participation by the learner in

²⁸ Paul E. Meehl and Herbert McClosky, "Ethical and Political Aspects of Applied Psychology." *Journal of Abnormal and Social Psychology*, Vol. 42, pp. 91-98, January, 1947.

the learning process.²⁹ And let it be noted in passing that the counselor does not overwork and overapply any one method of facilitating and maintaining maximum participation by the client as he learns a more effective adjustment.

Social Forces and Counseling Effectiveness. Neutrality in counseling is restricted further by important societal factors, in addition to the therapeutic effectiveness upon the individual client. The dominant objective of counseling—the optimum development of the individual as a whole person and not solely with respect to his intellectual training³⁰—cannot be interpreted to mean that counseling is indifferent to the societal setting in which the individual develops. There are several reasons why, within the past decade, counselors are increasingly turning their attention to the social and school forces which impinge upon their work. For one thing, counselors are now leaving the comfortable clinic laboratory where they were formerly preoccupied with forging their techniques and tools. As was the case with social workers several decades ago, counselors see more clearly than before that effective therapy and counseling in the interview are impossible to achieve if the good results are continuously negated by destructive home and school conditions and community forces. In similar manner, the social workers were forced to turn some of their efforts away from individual case work toward preventive societal reconstruction on a community-wide and even national scale.

Thus it is that counselors cannot be neutral to the school and community conditions which operate to produce more maladjusted personalities than can be counseled, and which also prevent the effective adjustment of clients who strive toward a normal life following maladjustment. In order to protect his effectiveness as a counselor and extend the influence of counseling as a point of view as well as a methodology, the counselor cannot afford to sit complacently in the neutrality of his counseling office in imitation of a “neutral” teacher, an ivory-tower scientist, or a learned humanist. He must extend his counseling influence

²⁹ John Dewey, *Interest and Effort in Education*. Boston: Houghton Mifflin Company, 1913.

³⁰ *The Student Personnel Point of View*. American Council on Education Studies, Series VI, Vol. XIII, No. 13. Washington, D.C.: American Council on Education, September, 1949.

rather into the community and beyond the interviewing situation. He must abandon neutrality and take his place with those social-minded citizens who seek to improve societal conditions so that some types of maladjustment will occur less frequently and, when they do occur, will be less seriously aggravated by the practices and conditions of schools, industries, and communities.

Conservation of Human Abilities. But the principle of neutrality needs to be modified with respect to still another factor which affects the full development of persons. Counselors usually contend that permissiveness is a necessary condition to effective counseling. Granting the validity of that dictum, we still face, for example, the intolerable condition described by the President's Commission on Higher Education:³¹

One of the gravest charges to which American society is subject is that of failing to provide a reasonable equality of educational opportunity for its youth. For the great majority of our boys and girls, the kind and amount of education they may hope to attain depends, not on their own abilities, but on the family or community into which they happened to be born or, worse still, on the color of their skin or the religion of their parents.

In the same vein Conant³² says, ". . . to the extent that educational opportunity is determined by family status, education in the modern world makes for social stratification."

Such an economic-educational caste system is, of course, the very antithesis of the social mobility opportunity we Americans take too much for granted and flaunt with pride at such ritual-observance tribal ceremonies as high school commencements. To an individual student, blocked and frustrated by insurmountable economic and family obstacles, it must be somewhat of a mockery to hear extolled the advantages that will accrue to the college-educated man. Great as are these individual tragedies, the counselor and the educator must perceive the societal consequences of this failure to utilize to the fullest the resources of

³¹ "A Report of the President's Commission on Higher Education," *op. cit.*, p. 27.

³² James Bryant Conant, "Public Education and the Structure of American Society." *Teachers College Record*, Vol. 47, No. 3, pp. 145-194, December, 1945. See also William Lloyd Warner *et al.*, *Who Shall be Educated?* New York: Harper & Brothers, 1944.

human talent. Once more the President's Commission points a prophetic finger:³³

By allowing the opportunity for higher education to depend so largely on the individual's economic status, we are not only denying to millions of young people the chance in life to which they are entitled; we are also depriving the Nation of a vast amount of potential leadership and potential social competence which it sorely needs.

In our discussion of neutrality, references to a broad social philosophy should make clear that our fundamental objective (identical in this type of philosophy of education with our concept of counseling), namely, the optimum development of the individual's potentialities, could not be achieved, to any appreciable extent and for very many persons, in any number of other nationalities and cultures. It may be, and undoubtedly is, possible in many individual instances, but these exceptions serve to draw attention to the many other individuals whose self-development is limited and proscribed by societal, economic, religious, racial, and other restrictions. In another culture, postwar Germanic Nazism, the author observed the persistent remnants of the prewar socioeconomic restrictions that made it difficult, and well-nigh impossible, for many high-aptitude sons and daughters of uneducated peasants and artisans to achieve any degree of self-development beyond that provided in the educational system which channeled pupils into that type of workers' school which befitted the children of peasants and artisans.³⁴

To sum up this discussion, counselors must be neutral in their counseling in order that clients may achieve optimum personal development of their potentialities. But neutrality with respect to the client's participation in self-maintained growth activity does not mean that the counselor can afford to be indifferent to the ultimate outcome of counseling, or to the noncounseling forces which may disrupt or block the achievement of the client's optimum development. Therefore, it is in the best interests of the client for each counselor to develop those personal skills

³³ "A Report of the President's Commission on Higher Education," *op. cit.*, p. 29.

³⁴ E. G. Williamson, "Impressions of Student Personnel Work in German Universities and Implications for America." *Educational and Psychological Measurement*, Vol. 7, No. 3, pp. 519-537, 1947.

which aid the client in his efforts to achieve his own adjustments. It is equally clear that the counselor cannot remain socially neutral within his interviewing office and laboratory. He must continue to maintain that type of objective neutrality which permits him to see the facts of his situation without bias; but he needs also to abandon that other type of neutrality which makes professional workers often indifferent to the very social forces which both produce maladjustment and prevent effective readjustment. This generalization holds true not only for the easily seen local community forces, but equally for the wider societal forces that often prove catastrophic in their effects upon the adjustments of individual clients. The political neutrality of prewar German university professors, from which source we derived historically much of our present-day concept of the societal neutrality of the sciences and of scientists, is a significant case in point,³⁵ and one which counselors should modify in line with the more tenable educational philosophy enunciated by the President's Commission.³⁶

SUMMARY

We have discussed in some detail a number of the most important aspects of our present-day conception of counseling as a methodology used in the schools and colleges to assist adolescents to develop their personalities in all their many aspects. Counseling was described in terms of assistance to youth provided not only by trained counselors but also by all adults who maintain effective relationships with adolescents. Our special interest is the trained counselor operating in school and college, but counseling methods are applied by others outside of the school. We gave much attention to the nature of the relationship between the client and the counselor, especially stressing our concept of the societal importance of the effectiveness of counseling. This led us to a discussion of the social neutrality of counselors with great stress upon the societal responsibility of counselors in a democratic society, balanced by the necessity for self-responsi-

³⁵ Paul R. Neureiter, "Hitlerism and the German Universities." *The Journal of Higher Education*, Vol. V, No. 5, pp. 264-270, May, 1934. See also Stirk, *op. cit.*

³⁶ "A Report of the President's Commission on Higher Education," *op. cit.*

bility of the counselee for learning to make his own adjustments. Our conception of counseling was thus broadened beyond vocational guidance and psychotherapy to an emphasis upon the nature and role of counseling in society's broad-gauged educational program of personalized assistance to adolescents in their transitional development from childhood to adulthood.

Chapter 2. A PROGRAM OF STUDENT PERSONNEL SERVICES

William James's oft-quoted phrase, "a big, blooming, buzzing confusion," aptly describes modern educational theory and practice. In like vein, Flexner asserts that, "No sound or consistent philosophy, thesis, or principle lies beneath the American university today."¹ Granted the cogency of Flexner's diatribe for the period of his observations, one may well hazard the prediction that the anticipated convergence of two contemporary movements in American education—*general education* and the *equalization of educational opportunities*—will yield an explicitly formulated philosophy to fill the void defined by Flexner. But it is apparent that his efforts to adopt the concept of *higher education as science*, in the German tradition, has not proved acceptable to American educators who were bent upon a task radically different from that which engaged our European forefathers. In America today, the emphasis upon general education² on the one hand, and an explicitly broadened social objective of education, on the other,³ give promise of focusing the atten-

¹ Abraham Flexner, *Universities, American, English, German*. New York: Oxford University Press, 1930, p. 213.

Abraham Flexner, *I Remember*. New York: Simon and Schuster, Inc., 1940.

² Earl J. McGrath *et al.*, *Toward General Education*. New York: The Macmillan Company, 1948.

³ Boyd H. Bode, *Progressive Education at the Crossroads*. New York: Newson and Co., 1938.

O. C. Carmichael, "Some Educational Frontiers." *School and Society*, Vol. 68, No. 1761, pp. 193-196, Sept. 25, 1948.

Will French *et al.*, *The Education of Youth in America*. New York: Teachers College, Columbia University, 1947.

Robert S. Lynd, *Knowledge for What?* Princeton, N.J.: Princeton University Press, 1940.

"A Report of the President's Commission on Higher Education." *Higher*

tion and efforts of educators upon real, meaningful, and contemporary objectives. Until we have achieved such a clear formulation of ends and means in education, we shall continue to experience much confusion.

To a considerable extent, confusion in modern education grows out of two unresolved conflicts: one, a conflict between two philosophies; the other, a conflict between two methodologies. In the former, the intellectualists contend that mental discipline is the *raison d'être* of education, while the personalists demand equally vigorously that the school shall facilitate the growth of the whole individual. The second conflict springs from the mass method of instruction as contrasted with individualized techniques. The following discussion will trace some phases of the evolution of personalism⁴ as a reaction against intellectualism and also the development of individualization as a protest against mass methods. These developments set the stage for the emergence of modern student personnel work.

First, let us get clearly in mind the relationship between these philosophies and methodologies. Most educators seem to believe that individualization of instruction and personalism are coincidental; but individualized techniques can be, and have been, used to attain intellectualistic objectives. Tutorial instruction in colleges is a case in point. Individualized methods, when applied by intellectualistic educators, are concerned with nonintellectual factors *only in so far as they facilitate or inhibit intellectual learning*. Attitudes, emotions, and interests, per se, are not the province of the intellectualists. The personalistic goal, however, demands individualization in methodology. Those who subscribe to this philosophy are intrinsically interested in nonintellectual, as well as intellectual, aspects of education.

Out of these conflicts of philosophies and methodologies have

Education for American Democracy, Vol. I, Establishing the Goals. Washington, D.C.: U.S. Government Printing Office, December, 1947.

The Education of Free Men in American Democracy. Washington, D.C.: Educational Policies Commission, National Education Association of the United States, 1941.

⁴ The term "personalism" is borrowed from the writings of W. H. Cowley who, in his own discussions, prefers the term "holoism" to describe the philosophy of education which deals with the whole student.

arisen a number of problems with which educational and personnel workers have had to cope. Instructional techniques, curricular content, and teacher psychology have been markedly affected by this confusion and conflict. In order to understand better these problems arising out of the confusion of philosophies and of methodologies, and to assess the place of student personnel work in education, a brief historical résumé is here in order.

The medieval university's emphasis on mental and moral development, as first transmitted to us through the English universities, was greatly modified by the religious and pietistic character of the colonial colleges.

Early American universities were not entirely intellectualistic.⁵ Not only did the faculties nurture the intellectual development of their individual charges, they also concerned themselves with moral and physical conduct. During this period, faculties were composed largely of soul-centered clergymen; enrollments were small, and professors were interested only in teaching individual students. In its own way, early educational practice was personalistic. The development of the *whole* student—mind, body, and soul—was the chief objective, and instructional techniques were, for the most part, individualized.

The great increase in the influence of the German universities in the nineteenth century changed all this. The objective of the German university was to train students in the scientific method. *Wissenschaft* was the keynote and all forms of extraintellectual

⁵ R. Freeman Butts, *A Cultural History of Education*. New York: McGraw-Hill Book Company, Inc., 1947.

Ellis Merton Coulter, *College Life in the Old South*. New York: The Macmillan Company, 1928.

W. H. Cowley, "A Preface to the Principles of Student Counseling." *The Educational Record*, Vol. XVIII, pp. 217-234, April, 1937.

W. H. Cowley, "European Influences upon American Higher Education." *The Educational Record*, Vol. XX, No. 2, pp. 165-190, April, 1939.

George P. Schmidt, *The Old Time College President*. New York: Columbia University Press, 1930.

Donald J. Shank *et al.*, *The Teacher as Counselor*. American Council on Educational Studies, Series VI. Student Personnel Work, Vol. XII, No. 10, Washington, D.C.: American Council on Education, October, 1948.

Andrew Dickson White, *Autobiography*. New York: Century Company, 1917.

activities were of no concern to the university professors, nor to the teachers in the *gymnasium*.⁶

American universities were quick to adopt intellectualism in theory and practice. The tremendous prestige of the European schools, the weight of their contributions to science, and the wholesale migration of American scholars to German universities for graduate study, all played roles in changing American educational practices from personalism to intellectualism.

"Apply the methods of science to every area of knowledge. Make the universities into institutes of scientific investigation." These were the new watchwords. Housing, commons, chapel—many of the early American college practices were discredited. Educationally, students were increasingly dealt with *en masse*. Educational practice was geared to the mass mind, little provision being allowed for individual differences. Secondary education imitated the practices and philosophy of the universities.

As so frequently happens in the case of the importation of customs and institutions from one culture to another, the transporters of the German concept of higher education failed to see that throwing students on their own responsibility for everything but the final three-year examinations was a practice indigenous to the nineteenth-century German culture, but quite foreign to American culture. Indeed, it proved to be of questionable societal value in Germany itself, as recent events and experiences have convincingly demonstrated.⁷

⁶ Friedrich Paulsen, *The German Universities and University Study*. New York: Charles Scribner's Sons, 1906. Merle Curti (*The Growth of American Thought*, New York: Harper & Brothers, 1943, pp. 584, 592) reminds us that early nineteenth-century German impact on American social sciences was characterized by an emphasis upon "the obligation of the scholar to promote the general welfare of the community."

⁷ Pundt concludes, following personal experiences in attempting a reform of education in Bavaria, that: "It is a sorry commentary on the spirit of German culture, that very few of the older generations of German scholars, philosophers, and scientists were seriously devoted to the democratic way of life, against which they were biased by the circumstances of their background, training, and class prejudice." See Alfred C. Pundt, "Re-educating the New Germany." *The Journal of Higher Education*, Vol. XIX, No. 7, p. 358, October, 1948.

For a more exhaustive evaluation and analysis of the historical and ideational development of German concepts of education in relation to the

The following quotation will illustrate this point and sharpen the contrast between the two cultures, American and German with respect to the appropriateness of importing any type of educational methodology, and will, perhaps, make us more willing to develop a truly indigenous American type of relationship between teachers and students:⁸

Before attempting to characterize the German student life, we must note its relation to the social system of which it forms a part, and particularly its relation to the lower schools. In the *gymnasia* the youth have been watched for eight or ten years, drilled rigorously, and held in strict subordination. All forms of organized school life are denied them, including (until recently) athletic games; they are frequently overworked. When the freshman enters the university, he is for the first time completely his own master; a new life has dawned upon him. He hardly knows which way to turn his steps, every prospect seems so fair. It is no wonder that, to the German, his student days seem in a peculiar sense the springtime of life, and one is hardly surprised to hear of excesses; they are the natural reaction against his former confinement. In earlier years this feeling was heightened by the prospect which opened before the *Bursch*. After completing his course, he went back to live in a police State, where the government told him what to believe, and in many ways limited his freedom. Under the old *regime* in Germany the university was the one free institution in society; studenthood was the one free and glorious period of life when the man might defy the authorities and laugh at conventionality. In consequence, German student clubs have always possessed a more marked individuality than those of other nationalities; they represent to a greater extent the free play of youth.

American educators thus imported a foreign type of intellectual and impersonal philosophy. And during the past half century, the widening of educational opportunities to include students from all cultural and economic levels and origins has added an American feature to the educational methodology imported from Europe, namely, mass-production methods. The curriculum

failure of German universities to hold out against Nazism, the reader is referred to Frederic Lilge, *The Abuse of Learning: The Failure of the German University*. New York: The Macmillan Company, 1948.

⁸ Henry D. Sheldon, *Student Life and Customs*. New York: Appleton-Century-Crofts, Inc., 1901, p. 35.

was not only overbalanced with "mentalistics," but teaching became regimented in mass formation. This compounded type of education continued in force for many decades; indeed its advocates are still with us. Within the past four or five decades, however, rifts have appeared in the hitherto united front. The restriction of objectives to intellectual growth has slowly given way to a growing interest in other vital parts of the student's life. Mass techniques are being supplemented, and in some cases supplanted, by individualized instruction. In sketching briefly the development of these two movements in American education, we shall at the same time be outlining the antecedents of student personnel work.

INTELLECTUALISM TO PERSONALISM

Within the past century in America, demands for vocational and industrial education at the high school level gave weight to the revolt against entrenched intellectualism. Free and universal secondary education brought an influx of students whose intellectual interests and socioeconomic background called for vocational rather than exclusively intellectual and humanistic curriculums. Expanded curriculums, vocational subjects, even specialized extrainstructional activities, were developed to care for increased enrollments and for the new types of students.

Early in the present century, the thesis was advanced by Snedden that secondary school curriculums as then organized were essentially preprofessional and benefited only the few who would continue in the learned professions. It was argued that offering educational opportunities to so select a group was an undemocratic practice. In a democracy, education would serve machinists as well as lawyers. Snedden says,⁹ "What we call the 'contemporary movement for vocational education' is in stark simplicity the result of an enormous social demand for schools for the vocational education of the rank and file of workers."

Thus social and economic pressures forced schools and colleges to add commercial and other vocational subjects to the classical curriculums. Today a similar "grass roots" movement in educa-

⁹ David Snedden, *Vocational Education*. New York: The Macmillan Company, 1920, p. vii.

tion takes the form of advocating broadened high school curriculums to supplement the restrictive "college preparatory" courses still found in most high schools.¹⁰ In addition, advocates of this educational renaissance propose that a new type of "community college" shall be established to provide a richer education beyond the high school curriculums but not in any way duplicating present-day junior colleges, liberal arts colleges, and professional schools.¹¹

Mentalistics. Many present-day educators, uninfluenced by psychological research on the transfer of training, or the facts of individual differences, and unscathed by the polemics of the behaviorists and psychiatrists, still cling to the theory that the objective of education is mental discipline, training the intellect. The most able protagonists of this philosophy were Robert M. Hutchins and Abraham Flexner. In proposing plans for general education, Hutchins writes: ¹²

In short, the intellectual virtues are habits resulting from the training of the intellectual powers. An intellect properly disciplined, an intellect properly habituated, is an intellect able to operate well in all fields. An education that consists of the cultivation of the intellectual virtues, therefore, is the most useful education, whether the student is destined for a life of contemplation or a life of action.

The object of a university is to emphasize, develop, and protect the intellectual powers of mankind. Scholarship and teaching must be tested by their contribution to this intellectual end. ¹³

Grammar disciplines the mind and develops the logical faculty. It is good in itself and as an aid to reading the classics. . . . Cor-

¹⁰ *Education for All American Youth*. Washington, D.C.: Educational Policies Commission, National Education Association of the United States, 1944.

J. Cayce Morrison, "Developing Curriculum for Institutes of Applied Arts and Sciences in New York State." *The Educational Record*, Vol. XXVI, pp. 288-300, October, 1945.

¹¹ "A Report of the President's Commission on Higher Education," *op. cit.*

¹² Robert Maynard Hutchins, *The Higher Learning in America*. New Haven: Yale University Press, 1936, p. 63.

See a reply to Hutchins' critique by H. D. Gideonse, *The Higher Learning in a Democracy*. New York: Rinehart & Company, Inc., 1937, 34 pp.

¹³ Robert Maynard Hutchins, *No Friendly Voice*. Chicago: University of Chicago Press, 1936, p. 33.

rectness in thinking may be more directly and impressively taught through mathematics than in any other way.¹⁴

We have excluded body building and character building. We have excluded the social graces and the tricks of trades.¹⁵

Flexner declares:¹⁶

. . . the pursuit of science and scholarship belongs to the university. What else belongs there? Assuredly neither secondary, technical, vocational, nor popular education. Of course, these are important; of course, society must create appropriate agencies to deal with them; but they must not be permitted to distract the university.

Personalism. This concern with the intellect alone (*Wissenschaft*) in the university or elsewhere is opposed by the advocates of a personalistic philosophy of education. The essence of personalism is contained in the writings of Cowley, Hawkes, and many others. The inference which may be drawn from the quotations below is that education has reached a juncture where it cannot be effective in the lives of students and in the development of society without efforts to facilitate growth of all phases of students' lives, not merely the intellect.

Cowley, one of the outstanding exponents of student personnel work, has written:¹⁷

The personnel point of view is a philosophy of education which puts emphasis upon the individual student and his all-round development as a person rather than upon his intellectual training alone and which promotes the establishment in educational institutions of curricular programs, methods of instruction, and extra-instructional media to achieve such emphasis.

The emphasis, "upon the individual student and his all-round development as a person rather than upon his intellectual training alone" is not, it should be made clear, the private concern of personnel workers. As a matter of fact personnel people are merely subscribing to the point of view of a long line of philosophers dating at least from Socrates and leading to John Dewey and his adherents. The personnel movement will improve its progress and its status by recognizing that its roots are deeply imbedded in the thinking of some of the

¹⁴ Hutchins, *The Higher Learning in America*, pp. 82, 84.

¹⁵ *Ibid.*, p. 77.

¹⁶ Flexner, *Universities, American, English, German*, pp. 27-28.

¹⁷ W. H. Cowley, "The Nature of Student Personnel Work." *The Educational Record*, Vol. XVII, pp. 222-223, April, 1936.

world's major social philosophers. The psychology of individual differences from which many personnel activities have directly grown is but a verification by science of an age-old philosophical insight.

With these considerations in mind, personnel workers believe that the basic purpose of education is not only to train the intellect but also to assist students to achieve those levels of social, civic, and emotional maturity which are within the range of their potentialities.¹⁸ This task of facilitating students' growth demands a school environment which is so varied in its resources as to meet the variations in students' potentialities and needs. To wish to restrict the school environment to intellectual growth reveals a dangerous indifference to other areas of human nature and an ignorance of the mental hygiene of motivation. A student is more than a sheer intellect. As Hawkes declares,¹⁹ "the 'whole man' is admitted to college and the institution has a responsibility for his education in body, in character and on the social side." In support of this broad objective of education, Morgan contends that intellect alone is not sufficient to cope with the complexity of modern industrial and social organization. He stresses the importance of personal character and the fact that the social order cannot evolve to a finer state by means of "the vast system of checks and balances, of laws, regulations, surveillances, inspections and prohibitions" which intellect alone provides.²⁰ In similar vein, Jessup asserts,²¹ "This may be the time to recognize the student himself as a person rather than a mere absorber of professional knowledge."

¹⁸ J. B. Johnston, *Scholarship and Democracy*. New York: Appleton-Century-Crofts, Inc., 1937, p. 19.

Sarah M. Sturtevant, "Some Questions Regarding the Developing Guidance Movement." *School Review*, Vol. XLV, pp. 346-357, May, 1937.

¹⁹ Quoted without source by Martha T. Boardman, "The College President Calls It a Year." *The Journal of Higher Education*, Vol. VII, p. 290, June, 1936. For a fuller exposition of Hawkes's philosophy of education, see Herbert E. and Anna L. Hawkes, *Through a Dean's Open Door*. New York: McGraw-Hill Book Company, Inc., 1945.

²⁰ Arthur E. Morgan, *The Long Road*. Washington, D.C.: National Home Library Foundation, 1936, p. 29.

²¹ Walter A. Jessup, "The Integrity of the American College from the Standpoint of Administration." *School and Society*, Vol. XLIII, p. 181, Feb. 8, 1936.

MacLean summarizes the case against narrow and traditional education thus: ²²

The dynamic flow of human life and learning always batters at structure. This conflict gives rise to questions of promotion, graduation, advancement. It is the origin of the holding back of the high-speed student and the rejection, thwarting, and frustrating of the one of slower growth. It puts a premium on time service, so that, if a youngster sits fairly on the alert so many hours, days, months, and years in so many classes, he automatically salts away so many credits which, when his book is filled like one of trading stamps, he can turn it in for his prize of a certificate, or his award of an imitation sheepskin scrawled in Latin in Old English script.

He continues with specific suggestions for changing the educational procedures, not only to produce scholars and workers, but to train scholars and workers who are also gentlemen, citizens, and intelligent social beings, a concept imported from English universities but one which was thrust aside by the emphasis upon scientific research and training brought to America from Germany a century ago.

Douglass has pointed out some of the inadequacies of secondary education which can be traced to a residuum of intellectualism: ²³

The history of American secondary education indicates that the courses of study now found in secondary schools were largely developed for a selected minority of the youth of high school age, dominated by the purpose of preparation for college rather than for life, and justified to a large degree on the basis of a theory of transfer of training no longer tenable.

Education involves the acquisition of information, skills, habits, ideals, attitudes, concepts and tastes, and is not to be thought of merely as acquiring "Knowledge." ²⁴

MASS METHODS TO INDIVIDUALIZED TECHNIQUES

At the same time that some educators were revolting against the narrow objective referred to as intellectualism, another move-

²² Malcolm S. MacLean, *Scholars, Workers, and Gentlemen*. (The Inglis Lecture, 1938.) Cambridge, Mass.: Harvard University Press, 1938, pp. 52-53.

²³ Harl R. Douglass, *Secondary Education for Youth in Modern America*. Washington, D.C.: American Council on Education, 1937, p. 127.

²⁴ *Ibid.*, p. 126.

ment was developing in protest against mass education. Perhaps an able historian would discover that both movements originated from the concept of the worth of the individual which dominated part of the nineteenth century and which, in turn, gave impetus to attempts to study man objectively and to improve his social and economic status.²⁵ During this period, the methods of science were turned upon man himself and were harnessed to the naturalism concepts of Rousseau and Pestalozzi. Education became the means of aiding the individual to develop his capabilities to the fullest possible extent. The infant science of psychology was employed in discovering and measuring individual differences in capabilities, and the expanding American frontier economy provided the social and political sanctions in support of the growth of the individual members of society. But Rousseau's naturalism stressed the need for letting the individual grow, develop, and unfold with a minimum of interference, direction, or aid from the environment. Indeed, he thought that that education was best "which least hampers the development of the pupil's native bent."²⁶

In an overenthusiastic and uncritical acceptance of this naturalistic philosophy, some psychologists and educators permitted their own children to grow up without interference from their environment. Later, Dewey's influence upon the societal need for a balanced interaction of environment and human nature corrected the excessive earlier emphasis upon freeing the child from all civilized constraint so that it might unfold naturally into the right kind of adulthood. And once more a role of major importance was assigned to education in the development of the individual to his maximum capabilities, but within the social context of other developing individuals.

However, the mass methods used in education continued in effect despite the growing attention given to the individual. For one thing the sheer weight of the growing numbers of students necessitated mass methods of instruction. But despite swollen enrollments counterpressures grew in intensity.

Reactions to mass methods in education appeared in the decla-

²⁵ Butts, *op. cit.*, Chap. 18.

²⁶ Christian Gauss, in *Encyclopedia Americana*, 1947 ed., Vol. XXIII, p. 725.

rations of such prominent educators as William Rainey Harper, formerly president of the University of Chicago:²⁷

Institutions of higher learning are accustomed to accord a common treatment to all the students within their walls. I mean by this that students are treated as members of a group or company, not as individuals. No matter how different their temperaments, how varied their tastes, or how peculiar their physical condition, they are treated in mass. The class idea is the supreme one; the individual is lost sight of. If we could imagine a physician treating any fifty or one hundred cases which came to him at one time, in the same way, we would have an analogy for the treatment now accorded the classes of fifty or more students who enter college at the same time. The truth is that the physical constitutions of fifty patients cannot possibly differ one from the other more decidedly than the mental constitutions of the same number, and to prescribe the same intellectual work for a class of fifty or more, without even a consideration of their mental constitution, is as absurd as to prescribe the same food for fifty or more patients in a hospital. *There should be a diagnosis of each student, in order to discover his capacities, his tastes, his tendencies, his weaknesses, and his defects; and upon the basis of such a diagnosis his course of study should be arranged.* Every detail should be adjusted to his individual necessities. Every student should be treated as if he were the only student in the institution; as if the institution had been created to meet his case. The cost of such a policy, it may be suggested, would be very great. True, but the waste avoided would more than counterbalance the cost.

Today the professor's energy is practically exhausted in his study of the subject which he is to present to the student. In the time that is coming provision must be made, either by the regular instructor or by those appointed especially for the purpose, to study in detail the man or woman to whom instruction is offered.²⁸

The recognition of the significance for education of individual differences ushered in a host of new problems: sectioning, marking, testing, instructional techniques—problems with which the old order was unconcerned and for which it was unprepared. New instructional techniques were developed, curricular revisions became fashionable, and teachers and administrators alike began attempting to adjust education to the individual

²⁷ William Rainey Harper, *The Trend in Higher Education*. Chicago: University of Chicago Press, 1905, pp. 93-94.

²⁸ *Ibid.*, p. 321.

child. Until recently, however, these adaptations were still geared to an intellectualistic objective.

Courtis²⁹ sketches the growth of the individualization movement from the turn of the century, beginning with the "vision" of Search³⁰ and Burk's Individual Lesson Sheet.³¹ Outstanding among the pioneers of individualization was E. L. Thorndike³² who also developed one of the first calibrated measuring instruments. Intelligence testing in the United States Army during the First World War gave impetus and standing to the measurement movement and to a widespread recognition of the facts of individual differences.

As psychological testing developed and it became possible to measure individual differences objectively, specific administrative measures for providing for these differences were not long in appearing. These included psychological clinics,³³ ability grouping of students,³⁴ special classes,³⁵ new types of schools,³⁶ and new school physical equipment.³⁷ With these changes came an improvement in textbooks and adjustments of subject matter to fit more nearly the needs and capacities of pupils while emphasizing to a greater extent more essential and more useful

²⁹ S. A. Courtis, "Contributions of Research to the Individualization of Instruction." Part 2, *The Scientific Movement in Education*, Thirty-seventh Yearbook of the National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Company, 1938.

³⁰ Preston W. Search, *An Ideal School, or Looking Forward*. New York: Appleton-Century-Crofts, Inc., 1903.

³¹ Frederick Burk, "Individual Instruction versus the Lock-step." *Sierra Educational News*, Vol. XIII, July-August, 1917.

³² E. L. Thorndike, *Education*. New York: The Macmillan Company. See especially pp. 67-70 for Thorndike's arguments for individualization.

³³ L. Witmer, "Clinical Psychology." *The Psychological Clinic*, Vol. I, pp. 4-7, Mar. 15, 1907.

³⁴ C. W. Odell, *An Annotated Bibliography Dealing with the Classification and Instruction of Pupils to Provide for Individual Differences*. Urbana: University of Illinois Press, 1923.

³⁵ J. H. Van Sickle, L. Witmer, and L. P. Ayres, *Provision for Exceptional Children in Public Schools*. U.S. Education Bulletin, No. 14. Washington, D.C.: Government Printing Office, 1911.

³⁶ *The Junior High School*. Part III, Fifteenth Yearbook of the National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Company.

³⁷ C. L. Spain, A. B. Moehlman, and F. W. Frostic, *The Public Elementary School Plant*. Chicago: Rand McNally & Company, 1930.

material. The development of practice tests, workbooks, and the like facilitated the adjustment of instruction to individual capacities. Diagnostic techniques and remedial teaching also grew out of the newly understood need for the recognition of individual differences.³⁸

While these changes were taking place in public schools, a few bold educators were developing radical plans for individualizing education. Notable among these are the Winnetka³⁹ and the Dalton⁴⁰ plans. Radical as these plans appeared to be, many of them were predicated on the mass mind tradition, even though they catered to smaller and more homogeneous masses. Individuality had not yet emerged as the focal point of educational practices. Moreover, until recently, these plans have not found favorable reception above the elementary level. Only in isolated instances have high schools or colleges deviated from mass education formulas, but they have expanded their curriculums to include more than intellectualistic content.⁴¹

To recapitulate: The evolution of American educational philosophy and practice with regard to personnel work has not been orthogenetic. Beginning with a seventeenth-century theory and practice based on personal relations between teachers and stu-

³⁸ *Educational Diagnosis*, Thirty-fourth Yearbook of the National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Company, 1935.

³⁹ C. W. Washburne, "Educational Measurement as a Key to Individual Instruction and Promotions." *The Journal of Educational Research*, Vol. V, pp. 195-206, March, 1922.

⁴⁰ Helen Parkhurst, *Education on the Dalton Plan*. New York: E. P. Dutton & Co., Inc., 1922.

⁴¹ The reader is referred to the following for discussions of recent developments in curriculums and other phases of American secondary and higher education:

Dean Chamberlin, Enid Chamberlin, Neal E. Drought, and William E. Scott, *Did They Succeed in College?* New York: Harper & Brothers, 1942.

Archibald MacIntosh, *Behind the Academic Curtain*. New York: Harper & Brothers, 1948.

MacLean, *op. cit.*

Ruth L. Munroe, *Teaching the Individual*. New York: Columbia University Press, 1942.

Constance Warren, *A New Design for Women's Education*. New York: Frederick A. Stokes Company, 1940.

dents, the nineteenth century witnessed an about-face in which personalism was supplanted by intellectualism. Twentieth-century educators, faced by a number of conditions intrinsic to education, adopted the personnel point of view, in theory if not in practice. Intrepid educators dared to transgress the European tradition and conceive of education as a means of training better citizens, better parents, and better social beings. This revolt took form in two movements in education: personalism and individualization.

At this point in our discussion we turn to a new movement in education, modern student personnel work, which developed from a fusion of the two movements we have been discussing. We have seen that modern instruction is becoming personalistic in philosophy and is tending toward individualized methodology. We shall now see that personnel work is personalistic in point of view and individualized in dealing with many student problems which are not adequately cared for even by means of individualized techniques of instruction.

WHAT IS STUDENT PERSONNEL WORK?

Personnel work at first occupied a position "as an occasional incident in education"⁴² and in some schools has not yet progressed beyond that stage. In some places it is accorded the dignity of "a useful procedure in education,"⁴³ while more progressive educators regard "guidance as a necessary foundation for, and process of, education."⁴⁴ As Trabue says,⁴⁵ "If extensive and socially expensive programs of remedial teaching in reading, language, arithmetic, character, personality, vocational training, and the like, are to be avoided, *individual diagnosis and guidance must become the everyday program of the schools for every pupil from the nursery school through the University.*"

⁴² M. R. Trabue, "Contributions of Research to the Development of Guidance in Education." *The Scientific Movement in Education*, Part 2, Thirty-seventh Yearbook of the National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Company, 1938, p. 224.

⁴³ *Ibid.*, p. 227.

⁴⁴ *Ibid.*, p. 230.

⁴⁵ *Ibid.*, p. 233. *Italic ours.*

The purpose of personnel work has been expressed by Bradshaw as "delivering the student to the classroom in the optimum condition for profiting by instruction."⁴⁶

Orton had the same concept in mind when he said,⁴⁷ "Those who believe that education involves the whole person and who realize the limitations of the classroom, welcome guidance as the modern version of the celebrated boy-log-teacher equation of Mark Hopkins." As we shall see in subsequent chapters, Bradshaw and Orton have stressed in the preceding quotations only one of the many phases of the total personnel program.

The functions discharged by personnel workers have been described and classified by a number of writers.⁴⁸ For purposes of our discussion we may present an adaptation of Myers's classification as follows:⁴⁹

⁴⁶ F. F. Bradshaw, "The Scope and Aim of a Personnel Program." *The Educational Record*, Vol. XVII, p. 121, January, 1936. This definitive statement has been implicit in the theory and practice of personnel work. However, it limits personnel functions to personnel officers. Teachers do have personnel functions of their own. See Shank, *op. cit.*

⁴⁷ Dwayne Orton, "The College Comes of Age." *The Journal of Higher Education*, Vol. VIII, p. 296, June, 1937.

⁴⁸ *The Student Personnel Point of View*. American Council on Educational Studies. Series VI, Vol. XIII, No. 13. Washington, D.C.: American Council on Education, September, 1949.

Paul J. Brouwer, *Student Personnel Services in General Education*. Washington, D.C.: American Council on Education, 1949.

W. H. Cowley, "The Disappearing Dean of Men." *Proceedings of the Nineteenth Annual Convention of the National Association of Deans and Advisors of Men*. Austin, Tex.: Apr. 2, 1937.

George E. Myers, "The Nature and Scope of Personnel Work." *Harvard Educational Review*, Vol. VIII, pp. 82-93, January, 1938.

⁴⁹ It must be emphasized that the personnel worker is not merely an agent for selecting students qualified to master their prescribed curriculum. On the contrary the personnel worker inevitably discovers many valid and legitimate student needs which are not cared for by existing curriculums; instead of cramming such students into these ill-fitting educational molds, the counselor seeks modifications and readjustments appropriate to the students' needs. Thus, we see that personnel workers are not restricted to functioning as selective and distributive agents but that they also have adjustive functions with regard to the curriculum, as well as adjustive functions after the student has been enrolled in classes.

See Cornelia T. Williams, *These We Teach; A Study of General College Students*. Minneapolis: University of Minnesota Press, 1943.

Pupil Personnel Functions in Secondary Schools

1. Collecting school census data
2. Maintaining school attendance and removing causes of non-attendance
3. Providing physical health facilities and correcting physical disabilities
4. Classifying and distributing students to curricula and classes in line with needs and aptitudes
5. Assisting in alleviating emotional disturbances and distractions
6. Assisting students to utilize their assets and to reduce their liabilities
7. Providing adequate analytical and diagnostic services for orientation and counseling of students
8. Assisting students to utilize school activities in line with their needs
9. Assisting in placement of students in after-school activities and work

Student Personnel Functions in College. The development of student personnel work in colleges and universities has proceeded at an accelerated pace during the past four decades. This recent development followed an earlier period of restricted activity because of the previously described domination of the German point of view concerning the relationships between teachers and students. This continental point of view still permeates many institutions and usually on each campus it is expressed in modified and fragmentary form in at least one faculty meeting each academic year. Until recently, it had largely replaced the English university point of view as it came to America through the development of the colonial colleges.⁵⁰ Although efforts to substitute English for German concepts became insistent and widespread late in the nineteenth and early in the twentieth centuries, the origin of modern, organized student personnel work is found in the efforts of army psychologists to adapt war personnel methods to the admission, classification, grading, and counseling of students caught in the greatly swollen enrollments in colleges following the First World War.⁵¹

⁵⁰ W. H. Cowley, "European Influences upon American Higher Education." *The Educational Record*, Vol. XX, No. 2, pp. 165-190, April, 1939.

⁵¹ Donald G. Paterson, "The Genesis of Modern Guidance." *The Educational Record*, Vol. XIX, No. 1, pp. 36-46, January, 1938.

Just prior to that war, the force of Freud's concepts of emotional repressions and Dewey's concept of the motivational effect of interest upon effort in learning combined in the Progressive Education Association reform movement to inject dynamic elements into the school situation. As a result, the adjusting child and the adolescent were now dealt with as living and whole organisms. Many other background forces might be related to the contemporary personnel movement. But perhaps this brief discussion will serve as an adequate stimulus for further inquiry by the reader, even as it now serves as introduction to a description of student personnel services, each geared to the real and observable adjusting experiences of the adolescent as he develops in the school and college environment.

The following quotation serves as a general expression of the student personnel point of view as currently formulated:⁵²

The student personnel point of view holds that the major responsibility for a student's growth in personal and social wisdom rests with the student himself. Necessarily, however, his development is conditioned by many factors. It is influenced by the background, the abilities, attitudes, and expectancies that he brings with him to college, by his college classroom experiences and by his reactions to these experiences. A student's growth in personal and social wisdom will also be conditioned [by others factors].

Adjustment Problems and Related Services. The nature of student personnel services will be made clear by the following schematic characterization of students' problems and the corresponding services provided to assist in the solving and resolving of these problems. This listing is adapted from the 1949 revised *Student Point of View* of the American Council on Education.

Students' Adjustment Problems

1. Orientation to the college environment through interpreting the college's objectives, selecting students and informing students of processes, procedures, and resources of the college

Student Personnel Services

Informational counseling prior to, and at the time of, admission to college

⁵² *The Student Personnel Point of View.* American Council on Education Studies, *op. cit.*, p. 6.

Students' Adjustment Problems

2. Problems involved in succeeding in studies by consistent and serious effort directed toward achievable educational and vocational objectives
3. Choosing an occupational goal consistent with his aptitudes and interests and making progress in the requisite training for that goal
4. Progressive growth in understanding and valuation of the student himself as a unique individual in relation to his associations with other unique individuals participating in the same democratic community
5. Development and maintenance of a sense of belonging to the institution; group morale achieved through active membership in small groups of congenial and like-minded students; student participation in management of institutional and student affairs; balanced social-recreational participation
6. Means of developing new and significant interests and deepening old ones which continue to have meaning for the student

Student Personnel Services

- Maintenance of records useful in helping the college and the student understand his progress
- Special remediation services concerning reading, study habits, speech, and emotional development
- Competent counseling by experts and by faculty about educational, vocational, and personal goals by interpretation of relevant case data, including tests of aptitude and interest
- Assistance to students in the development and redevelopment of constructive and meaningful group activities—social, recreational, political, professional, etc.

Students' Adjustment Problems

Student Personnel Services

- | | |
|---|--|
| 7. Means of learning the arts of living, playing, and working effectively and amicably with others | |
| 8. Finding suitable quarters and living effectively away from home | Assistance in locating healthful and congenial living quarters; inspecting and maintaining the satisfactory standards of such quarters |
| 9. Progress in emotional development and in deeper insight into student's own emotional nature | Physical and mental health services which help maintain sound conditions in the community and give adequate medical care to individuals |
| 10. Physical and mental health | A program of coordinated interfaith religious activities |
| 11. Development with respect to ethical and moral understandings apace with other phases of the student's development | Religious and moral counseling based upon principles of counseling as opposed to those of indoctrination
Disciplinary counseling based upon principles of counseling as opposed to those of restriction and imposition |
| 12. Financial self-support in a manner which adds to his intellectual, social, and emotional growth | A program of financial counseling through which students learn how to live on their resources and use the cultural, social, and intellectual activities of the college; assistance in finding and profiting from remunerative work which add to the student's personal and professional growth |
| 13. Preparation for satisfying and socially acceptable sexual adjustment | Sound and special counseling regarding both physical and psychological adjustments in marriage |
| 14. Preparation for satisfactory postcollege adjustment in home, at work, and in the community | Assistance in finding initial postgraduation employment in which the student's training and aspirations will count for personal development |

SUMMARY

We have reviewed briefly some phases of background development of modern student personnel work. Two major movements in American education combined to set the stage: intellectualism gave way to a return to personalistic emphases, and mass techniques became individualized. The convergence of these two movements made possible the development of our modern methods of assisting each student to develop fully and in his own individual manner, but yet within the context of other developing personalities.

Chapter 3. COUNSELING IN STUDENT PERSONNEL WORK

In the preceding chapter, counseling was outlined in terms of functions involved in the solving of certain basic educational problems. This discussion defined the role of student personnel work as a whole in education. In the present chapter, we turn to a delineation of personnel functions in terms of the activities of the different types of personnel workers who are employed in educational institutions. Particular attention will be given to the counseling functions of teachers, but major emphasis will be devoted to the work of professionally trained counselors—called *clinical counselors*—for whom this book is written. This emphasis upon clinical counseling is not meant to convey the impression that this is the whole of personnel work. While clinical counseling is only one of several specialized fields dealing with personnel problems, we maintain that it is one of the basic types of personnel work with individual students and that it also often serves to coordinate and focus the findings and efforts of other types of workers. The present discussion of the functions of clinical counselors will be followed in later chapters by more detailed descriptions of techniques. But at this point, we shall discuss the intimate relationships between counseling and teaching.

Counseling as an Integral Part of Teaching. Frequently counseling is thought of by both administrators and teachers as a function added to teaching, as something new which educationists, psychologists, testers, and counselors have imported into education from foreign sources. But such is not the case.

Many of the advocates of counseling, and perhaps none of its opponents, realize how deeply rooted in American educational tradition is this “face-to-face,” “talking-it-over,” out-of-classroom teacher-student relationship. . . .

President Conant, in an address at the time of the Harvard Tercentenary, pointed out that Harvard's founders stressed a "collegiate way of living," characterized by daily contacts between individual students and between student and tutor. In this colonial period the scholar served in a pastor-teacher-policeman relationship to the student, which demanded from the professor a combination of spiritual, instructional, and disciplinary counsel without modern counterpart. It is understandable that the individual faculty member of colonial times was able to know his students and was expected to know them when we realize that as late as 1800 there were only twenty-four colleges in the United States, and in them fewer than two thousand students and about one hundred teachers. Thus, a "collegiate way of life," because of small numbers, continued to be possible well into the nineteenth century. This was also possible because of the limited nature of the curriculum and the homogeneity of the students. Since usually every faculty member was able to teach every subject, it was logical that each teacher would have rather complete jurisdiction over a certain number of students. Such supervision was sometimes friendly, sometimes authoritarian, but always close.¹

But we now live in the twentieth century, and the past few decades have witnessed the tremendous increase in students and teachers in both high schools and colleges. The sheer pressure of present-day numbers has brought into being new forces in education, many of which have had the effect of isolating, and sometimes insulating, teacher and student from each other. It is simply no longer possible to maintain a "collegiate way of life" identical with that of the past centuries. Consequently our nostalgic yearnings for the *guten alten seiten* is scarcely an effective way of facing the realities of the present day. We should rather turn our intelligence to the task of inventing a collegiate way of living which is appropriate and effective to our own day and age. It is in this adventurous spirit and with this new objective that educators and personnel workers are today engaged in the development of counseling programs which perform functions for our generations similar to those undertaken by tutors in American colonial colleges.

Not all, and perhaps not many, contemporary teachers perceive this strategic logic undergirding contemporary counseling

¹ Donald J. Shank *et al.*, *The Teacher as Counselor*. American Council on Education Studies, Series VI, Student Personnel Work, Vol. XII, No. 10, pp. 1-2. Washington, D.C.: American Council on Education, 1948.

programs. And it is imperative that they understand such a strategic plan. With this purpose in mind, Shank and his associates have formulated some of the present-day basic and integrating relationships between counseling and teaching. We quote these cogent formulations for the orientation of both counselors and teachers at all educational levels, not just those in colleges: ²

There is little doubt that many college teachers see their responsibility toward the student strictly in terms of teaching. If students have problems not touched by their teaching, these are the matters for which deans and chaplains and personnel specialists are hired. Why bother the professor? With committee work, teaching, research, writing, and community contacts commanding his attention, why add to these burdens the function of counselor of students? There are several reasons why the teacher can and should regard himself as a teacher-counselor.

1. The teacher . . . performs certain counseling functions whether he wishes to or not. While not all students are "problem" students, all students do bring to the classroom the concerns and ambitions of their life outside the classroom. The deepest impressions made by the teacher are those made when his teaching, perhaps inadvertently, touches these concerns of the student. It is then that the student is apt to come to his instructor and ask questions. At the end of the period, in the hallway, over the lunch counter, and in dozens of other spots, the college teacher is exerting a personal influence upon some of his students. Whether he wants to be or not, he is a "counselor" in an unplanned and casual sense.

2. The teacher can teach better if he understands his students and tries to apply his subject matter to their needs. . . . Teaching is most effective when it starts where the student is. The teacher who seeks honestly to understand his students will inevitably find many ways to help them, both in his teaching and in his individual contacts. He will become a "counselor."

3. Specialized personnel services can never replace the day-by-day, intimate contact of teacher and student. Valuable as a separate counseling service is, a personnel office must depend upon the teacher to identify students with problems. . . . There are few services the teacher-counselor can better render students than helping them find their way to the individuals or agencies that can best be of help to them.

² *Ibid.*, pp. 11-12.

4. In more and more colleges the planning of improved educational programs is being done by groups of teachers. As the colleges seek to meet new conditions and new needs, and as teachers play a part in shaping institutional plans, it has become clear that teachers who work closely with their students are the ones who see most clearly how the institution should be developing. The teacher-counselor has a major contribution to make to college planning. His understanding of the student, his knowledge of student interests and problems, his grasp of what the colleges must do to meet student needs are all necessary to intelligent college planning.

COUNSELING WITHOUT DIAGNOSIS

But the above statement of the logic of counseling by teachers is infrequently carried out in the practice of teaching. To a disturbing extent present-day counseling of students consists of the giving of advice without first diagnosing their problems. At best, counseling is often merely advice based upon superficial observations of personality traits and hearsay evidence of aptitude. Too many counselors dispense advice without first making certain that it is appropriate to the individual student. This "spray" method of guidance is as indiscriminate and futile as are mass methods of instruction which fail to teach each student that which is congruent with his needs, aptitudes, interests, and readiness to learn. In another sense, much advising, where it is not based upon a superficial diagnosis, is based upon the assumption that students are able to diagnose and understand their own needs and aptitudes. That students are rarely "psychic" to this extent is shown by the large proportion of them who select courses of study, vocations, and extracurricular and social activities which are incongruent with their potentialities and thus lead to maladjustments. If students were able to understand themselves, there would be little need for counselors except as dispensers of information and as sympathetic listeners. Although these latter two functions are important in counseling, yet there is need for trained diagnosticians to assist the large proportion of students who are unable, otherwise, to get that dependable self-understanding which we call diagnosis. Diagnosis is only one of several parts of guidance; but it is the necessary first step. Counseling without knowing what is appropriate to the student

(as opposed to the theoretical "average" student) is not guidance; it is a perpetuation of indifferent and inflexible teaching of undifferentiated classes of students.

TRAINED VERSUS UNTRAINED COUNSELORS³

It is the usual practice in high schools and colleges to expect many, if not all, teachers to counsel students regarding personal problems not directly related to instruction. But very few teachers have been trained in the psychology of human adjustment, and many more are temperamentally unfitted for, or uninterested in, such individual relationships with students. For these reasons, such counseling is usually perfunctory and limited to advising students how to register for subjects, without regard to needs and capacities.⁴ If some professional training in counseling were required of *all* teachers, say, a basic elementary course in the principles of counseling (surely as reasonable a requirement as that

³ Personnel workers should give serious thought to the contention made by Washington that (vocational) guidance would develop more rapidly if it were recognized as a part of social work rather than of education. This argument is based upon such embarrassingly cogent reasons as, "The teacher is interested in a curriculum; the social worker in the individual. Vocational guidance has always been and still is a sideline with the schools. . . . Only social workers receive definite training for individual counseling. . . . Professional social work grew out of the need for specialists who could solve the problems of an increasing number of people unable to meet the requirements of a society which was rapidly becoming more complex, especially with reference to occupations." Forrester B. Washington, "Social Work and Vocational Guidance." *Occupations*, Vol. XIV, No. 6, pp. 547-552, March, 1936.

⁴ A decade ago, in its report the Advisory Committee on Education stated: "In few fields of endeavor are the existing social facilities more inadequate than in vocational guidance." Scarcity of trained workers is advanced as one of the reasons for this conclusion. See *Report of the Advisory Committee on Education*. Washington, D.C.: Government Printing Office, 1938, p. 107. A decade later, another presidential committee, this one limiting itself to the field of higher education, restated and reemphasized the *strategic importance* of guidance functions in democratic education. But the later report gave no indication that the committee judged the current counseling programs to be adequate for the strategic purpose of the function. See "A Report of the President's Commission on Higher Education." *Higher Education for American Democracy*, Vol. I, Establishing the Goals. Washington, D.C.: Government Printing Office, 1947.

pertaining to courses in teaching techniques), then the prevalent system of advising would be immeasurably improved.

There would still be need, however, for clinicians with specialized and advanced training to diagnose and counsel concerning complex problems beyond the capacity of ordinary teachers. If counseling is to become effective, we can no longer expect untrained advisers to perform *all* counseling functions; only desultory and ineffective advising can be the outcome. The services of the teacher-adviser must be supplemented by the work of professionally trained counselors, called clinical counselors (or merely counselors) in this book. These specialized counselors attempt to make a "complete study of the individual from the viewpoint of his adaptability in diverse situations."⁵ As Viteles says,⁶ ". . . the point of emphasis in such clinical study is the individual—an individual looked upon as an integrated organization of behavior patterns—as a 'whole' personality against a background of objective conditions to which he is called upon to adapt himself."

TEACHERS AS COUNSELORS

Although there is need for more professionally trained (and different types of) counselors, yet it is equally necessary that all teachers be encouraged and trained to work with individual students. In some cases, the results will be ineffective counseling, but the effect upon the teacher will be very beneficial in that she may begin to consider the needs of her pupils *in relationship with* the subject matter she teaches. Moreover, such counseling teachers will be able to contribute valuable anecdotal data to the diagnoses of students by trained workers. Only the teacher can observe many significant types of pupil behavior, but for the most part she is not trained to interpret such data.

Administrators should not expect teachers to become effective counselors without being trained.⁷ No such assumption is made

⁵ Morris S. Viteles, *Industrial Psychology*. New York: W. W. Norton & Company, Inc., 1932, pp. 34-35.

⁶ *Ibid.*, p. 596.

⁷ Baker has shown that, at least in one high school, teachers "know less than a fourth of the facts about their pupils which educators, guidance specialists, and psychologists consider of importance in the educational treat-

in regard to the teaching of subject matter, and certainly the task of diagnosing and counseling is as technical and complex as teaching itself.

There are differences of opinion regarding the role of the teacher in personnel work. Three of the opinions are quoted below. Wilkins asserts that:⁸

Advisory work ought not to be separated from the actual teaching load. The same people should do it. This means, then, simply making the best of what we have. I don't mean accepting what we now have and calling it good enough; but taking teachers who could conceivably be good advisers, getting them to study advising, training them.

Cowley, however, contends that:⁹

Ideally every instructor is essentially a personnel officer, but he must depend upon specialists to perform certain personnel services for which he is untrained. In the best of possible colleges every instructor would be individually interested in the students under his direction, but he cannot treat them when they are ill, nor counsel them concerning complex vocational problems, nor administer loans and scholarships, nor direct intelligence testing programs, nor undertake responsibility for a number of other personnel services.

In discussing the need of better training for counselors, Strang says:¹⁰

Far from encouraging teachers to rush in where experts fear to tread, this book aims to present the complexity of the counseling process in such a way that teachers who are already doing advisory work will be influenced to proceed more wisely and slowly than they otherwise would, and will be deterred from attempting guidance which they cannot give effectively.

ment of individual children." Harry Leigh Baker, "High School Teachers' Knowledge of Their Pupils." *School Review*, Vol. XLVI, pp. 175-190, March, 1938.

⁸ E. H. Wilkins, "The Orientation of the College Student." *Problems of College Education*, Earl Hudelson, editor. Minneapolis: University of Minnesota Press, 1928, p. 253.

⁹ W. H. Cowley, *The Personnel Bibliographical Index*. Columbus: The Ohio State University Press, 1932, p. 4.

¹⁰ Ruth Strang, *The Role of the Teacher in Personnel Work*. New York: Teachers College, Columbia University Press, 1935, p. v.

To contend that the informal type of teacher-student relationship alone constitutes an adequate personnel program is similar to the contention that preoccupation with things intellectual is the *sole* function of schools (particularly the colleges). Teachers who are predominantly subject-matter-minded will have little except subject matter to discuss with students. Furthermore, to argue that only teachers should counsel is to ignore the unique function of untrained teachers. The contribution of personnel work cannot be realized if two differentiated functions are confused. The counselor must be accepted as *one* of the many specialized educational workers. Teaching is a type of counseling, but only a few of the many personnel functions can be discharged by teachers. The personnel point of view should permeate the entire school, but the many different personnel functions must be discharged by different types of workers.

Contributions of Teachers to Personnel Work. To continue with our discussion of the counseling functions of teachers, it is evident that the teacher per se has a most significant function to perform in personnel work. Her significant contributions (as a teacher and not as a counselor) to the realization of personnel objectives may be listed as:

Creating and maintaining in her classroom an atmosphere psychologically conducive to the development of optimum motivation, healthy emotional balance and socialized attitudes through maintaining friendly and personalized relationships with each student ¹¹

Cultivating in each student an intense desire to learn what can be learned and to achieve satisfaction, as well as success, in life adjustments

¹¹ The counselor will be stimulated in his appraisal of this point—the teacher-classroom experiences as determiners of behavior and as resources for therapeutic adjustments of students—by the relevant researches upon elementary school children and teachers. See especially Harold H. Anderson and Joseph E. Brewer, *Studies of Teachers' Classroom Personalities II*. Applied Psychology Monograph, No. 8. Stanford University, Calif.: Stanford University Press, June, 1946.

Harold H. Anderson, Joseph E. Brewer, and Mary Frances Reed, *Studies of Teachers' Classroom Personalities III*. Applied Psychology Monograph, No. 11. Stanford University, Calif.: Stanford University Press, December, 1946.

Modifying teaching techniques and subject matter in terms of the needs and readiness to learn of each pupil, i.e., individualizing instruction and making it appropriate to the capacities and needs of each student

Observing and recording significant and relevant data about those intangible but important factors we call motivation, attitudes, and social skills

Referring to trained counselors and other specialists, those students whose problems cannot be alleviated by teaching techniques or through informal counseling by the teacher

These unique personnel functions of teachers are often informally and indirectly performed. Perhaps they are most effective when performed in this way and, therefore, should not be formally organized as are other types of personnel services. Personnel workers realize that faculty-student contacts are extremely important as a means of preventing, or assisting in the readjustment of, many student problems. Hopkins' early observation must not be ignored in our current and justified insistence upon the need for specialized personnel services; we must see clearly that both the teaching and the specialized type are necessary to an effective program.¹²

If we look back we see that ever since the American college was founded there have been men who because of their personality have made profound impressions on the students. Those men have had, all through the years, a very real and sincere interest in the individual and have worked with them outside of their narrow restricted teaching function in just the way that we desire men to work with students today. Such men, no matter how far back we go, are men who stand out on any particular college campus and are the teachers that are looked up by the alumni when they come back. It seems to me essential that we do not lose sight of the fact that those men, at that time and today, are actually personnel workers in a very true sense.

If teachers discharge the above teaching functions effectively, they will have made most significant contributions to the development of an effective education. Incidentally, they will prevent the development of many maladjustments. *Prevention of problems by performing functions implied in effective teaching is one of the chief personnel functions of teachers.*

¹² L. B. Hopkins, "Personnel Work in Colleges." *News Bulletin of the Bureau of Vocational Information*, Vol. III, p. 65, September, 1925.

Reciprocal Relationships of Teachers and Personnel Workers.

The development of an adequate personnel program is in large part dependent upon a clear understanding of the reciprocal relationship between teachers and specialized personnel workers. The effective teacher is as much pupil-minded as is the personnel worker, but each directs his *main* emphasis toward different needs of the pupil. The effective teacher individualizes her group instruction to get the maximum effort from the pupil and to identify and refer pupils needing specialized help beyond that afforded by personalized instruction. The personnel worker helps to select and distribute students to classes and courses of study appropriate for, and congruent with, their needs and potentialities. He also serves as a specialist in dealing with problems *which are not adjusted by means of ordinary classroom assistance*. He acts as a personal and informal teacher (in the one-to-one class of the counseling interview) with regard to problems, needs, and potentialities which are *not yet provided for in the curriculum*. At the same time, he serves in the capacity of advocate of the student point of view in school planning and urges further modification of the content of curriculums to meet the needs of the types of students he has discovered.

Both the personnel worker and the teacher have their unique and their common functions. *Sometimes one person functions in both areas*. But the personnel worker continues to emphasize his unique functions in order that the pupil point of view and the nonintellectual needs of students will not be lost sight of in the unfortunate and predominant textbook-mindedness of most teachers. Personnel workers function in areas of students' lives which are unknown by some teachers and with which education may not deal for many decades. Ultimately, this sharp differentiation will not be needed as more teachers accept and operate on the basis of the philosophy of pupil-mindedness. But even in that remote educational utopia, there will still be need of specialized guidance workers. As our knowledge of human nature increases, we shall see more clearly the technicalities involved in students' adjustment and will employ more specialists to deal with these extra-teaching functions. Then, we shall not assume that the instructional techniques of the classroom type can be expected to produce all the desired and desirable outcomes of education.

Then, the personnel specialists will be given a status coordinate with teaching and administrative specialists.¹³

THE ORGANIZATION OF PERSONNEL WORK

*Present High School Organization.*¹⁴ The administration of personnel work in high schools usually centers in the principal's office except in systems provided with special counselors. Teachers are expected to advise students upon problems of social and extracurricular activities and vocational choice through the inadequate medium of the *homeroom*. Complex and difficult problems are usually referred to the principal. Special teachers may be employed to teach classes in group guidance. In many schools, no records are kept of interviews and case histories; interviewing is spasmodic and often takes place "on the run" or in the presence of other students. In most high schools, counseling is a function of special, selected teachers. In an increasing number of schools, the principal either secures special training or employs counselors who are trained in personnel techniques.

Present College Organization. The organization of personnel work in colleges differs from that of high schools principally in the specialization of counselors. While faculty members continue to dispense advice to the students about registration in courses, an increasing number of personnel specialists are

¹³ Froehlich has reported the results of a 1946 survey of all public high schools to determine how many counseling and guidance officers were employed. The survey indicated that a total of 8,299—3,618 men and 4,681 women—officers were employed in 3,990 schools. That is, only 16.4 per cent of the 24,314 schools returning the questionnaire reported that guidance officers were employed. But the 16.4 per cent of the high schools employing counselors enrolled 44.7 per cent of the pupils enrolled in those high schools. In comparing these results with an earlier survey (1939) by Greenleaf and Brewster, Froehlich concludes that "The number of counselors is 2 or 3 times what it was in 1939. The number of schools employing counselors has apparently tripled." See Clifford Froehlich, "Counselors and Guidance Officers in Public Secondary Schools." *Occupations*, Vol. XXVI, pp. 522–527, May, 1948.

¹⁴ Rachel Dunaway Cox, *Counselors and Their Work*. Harrisburg, Pa.: Archives Publishing Co. of Pennsylvania, 1945.

Clifford E. Erickson, editor, *A Basic Test for Guidance Workers*. New York: Prentice-Hall, Inc., 1947.

being charged with responsibility for the various personnel functions. These personnel officers include: Freshmen Week advisers, registration advisers, psychiatrists, vocational counselors, physicians, supervisors of extracurricular and social activities, dormitory supervisors, religious advisers, and directors of employment and placement.

In university personnel work, unfortunately, these specialists and the counselors sometimes work independently of each other.¹⁵ During the past decade a large number of high schools and colleges have improved the coordinating relationships among counselors and personnel workers. Despite this measure of progress, in a significant number of institutions there is still inadequate coordination. As a result, case data are exchanged infrequently. Consequently, students are often confused by conflicting advice and fragmented counseling. One officer specializes on one type of problem, and another concentrates upon a different segment of the student. Moreover, many of these specialists are isolated from the university administration so that the personnel point of view and program are presented, if at all, in a piecemeal fashion to the faculty. Thus, no comprehensive policy and program are envisaged and developed, and budgetary allowances are the scraps of what is left after demands for research and instruction are met. What is needed, as Cowley¹⁶ so cogently pointed out, is a coordinator of personnel services who has a major administrative status comparable to that of the academic dean and the manager of business affairs. Under such conditions, the personnel point of view would make itself felt more effectively upon administration, faculty, and students, and a program could be developed which would be an *integral* part of the educational process. Furthermore, all phases of personnel work would be constantly supervised by the coordinator who, through professional competency and personal prestige, would function to the end that the student might be better served by the school.

¹⁵ W. H. Cowley, "The Strategy of Coordination." *Occupations*, Vol. XVI, pp. 724-727, May, 1938.

¹⁶ W. H. Cowley, "The Disappearing Dean of Men." Address given before the nineteenth annual convention of the National Association of Deans and Advisers of Men, Austin, Tex., Apr. 2, 1937. Printed in the Secretarial Notes of the Nineteenth Annual Conference of the National Association of Deans and Advisers of Men, p. 96, 1937.

Williamson has outlined five types of coordination designed to dovetail specialized and decentralized personnel services into a total program of services to individual clients.¹⁷ These types are:

(1) elimination of undesirable legalistic division of the field of endeavor into independent jurisdictions; (2) continuous program of education of all specialists with respect to the work performed by one another; (3) development of mutual respect among specialties and specialists; (4) stimulation of each specialist to watch for cases which should be referred to other specialists; (5) continuous and co-operative analyses of the changing needs of the clients, individually and collectively. Means to implement these types of coordination include: in-service training; seminars; social and informal relationships; personalized relationships among specialists; consultations and case conferences; broadening of formal professional training to include relevant materials from other specialties; continuous emphasis on the desirability of coordination by administrative heads; establishment of coordinating committees and councils with rotating membership; assignment of responsibility for the maintenance of coordinating relationships among decentralized agencies.

Another important aspect of the administration of counseling services has been discussed elsewhere.¹⁸ This aspect is the supervision of counseling services, *particularly those involved in educational and vocational counseling*, and in an agency employing specialized counselors. The analysis referred to was made in terms of a counseling agency in a university but has relevancy to the problems of high school guidance departments in which trained counselors are employed. The supervision of teachers who counsel is characterized by the special means used to maintain an effective level of counselor service for students. The methods of evaluation and supervision of the work of trained counselors described in this article include the following: (1) nonregular consultations initiated by the counselor and concerned with technical and perplexing aspects of a case; (2) systematic case reading by an evaluator in much the same way that a case

¹⁷ E. G. Williamson, "Coordination by the Administrator." *The Journal of Higher Education*, Vol. XIX, No. 6, pp. 301-306, June, 1948.

¹⁸ E. G. Williamson, "Supervision of Counseling Services." *Journal of Educational and Psychological Measurement*, Vol. VIII, No. 3, pp. 297-311, 1948.

reader functions in some social work agencies; (3) case conferences attended by all counselors employed in the agency and including teachers; (4) infrequent evaluation of a sampling of cases by an outside visiting consultant.

In this connection, six criteria for evaluation of the counseling of staff members are suggested: (1) congruence of the students' desires and the counselor's advice especially with respect to educational and vocational objectives; (2) the counselee's satisfactions with the outcomes of counseling; (3) the extent and depth of the counselee's understanding of his problems and of the means to their resolution; (4) congruity between the opportunities for readjustment (or training and placement in the case of occupational counseling) and the counseling and advice given by the counselor; (5) adequacy of consideration given by the counselor and counselee to personality factors, especially in the case of occupational counseling; (6) the adequacy of counseling records by means of which subsequent counseling can be an effective continuation of preceding counseling relationships.

Mechanical Setup Not Enough. In addition to the above considerations in the organization of personnel work, we may mention others of a psychological nature. These intangible conditions are as indispensable to the development of an adequate program as are matters of finance and staff. There can be no effective personnel program unless administrators and teachers have become enthusiastic advocates of the pupil point of view as the basic philosophy of education. No program of aptitude testing, cumulative record keeping, group guidance classes, and counseling by teachers will result in the optimum growth and adjustment of pupils *unless these devices grow out of this point of view. These are but mechanical aids to the realization of an objective.* In many schools it would be better if cumulative records were unknown since they are often used mechanically in diagnosing and counseling. *The same comment may be made concerning much testing which has become an end in itself and has had little value for students.* Those educators, including some personnel workers, who use mechanical means to avoid a direct attack upon problems of human adjustment have done harm to the student and discredit to the personnel movement. Theirs is an attitude as incongruous with the personnel point of view as is the con-

tention that all student problems may be solved by the exclusive use of classroom techniques.

PERSONNEL FUNCTIONS AT DIFFERENT EDUCATIONAL LEVELS

We turn now to a review of personnel functions to be performed at the different levels of education, using problems of vocational choice as an illustration. A similar differentiation of functions operates in the other areas of the student's life. Such an outline will serve to explain many of the differences which characterize points of view and types of work of high school and college personnel workers. Some of these differences arise out of differences in age and character of students and differences in curriculums and in geographical location at the different levels of education. A better understanding of these different functions will explain why high school and college workers sometimes differ in point of view and methodology.

First Steps in Junior High School. In the junior high school, counseling activities are varied. Vocational information given to the student can be detailed. A student's scholastic ability can be diagnosed definitely, and tentative plans can be made in terms of the amount and general type of educational training to be absorbed with profit to the student and to society. At the same time, counselors may begin the recording of data, the making of tentative diagnoses, and counseling regarding social adjustments, emotional habits, general patterns of work, intellectual interests, and any special aptitudes which may be revealed at that age. As a mental hygiene function, the student can be introduced to his own psychological make-up and also to the general fields of the world's work, together with the type and amount of training involved. This means helping one junior high school student to understand that his possible vocational adjustment will involve studying in a vocational school for mechanical work. For another student, it would mean helping him to understand that his intellectual capacity is of such a nature that he can absorb college training with profit and that he should prepare for some type of work involving statistics. Still another student can be made to understand that his social skills are his chief asset and that he will need to get a minimum of general academic training

beyond high school and to get specific job training in some sales organization. These plans, tentative and general, should be thoroughly understood by both the student and his parents. The details can be decided upon later as the student progresses in age and training.

Definite professionalized records should be kept for each individual student so that those who counsel him later may have a clear picture of his background. If these records were available at the present time, it would be much easier to understand how a student arrived at his particular adjustments at the age of 18 or 20. Moreover, certain emotional, personality, and attitudinal disturbances could be much more adequately diagnosed and counseled in terms of such a case background.

In Senior High School. In the senior high school counseling procedures can become more specific and definite, largely in terms of rechecking the diagnosis made in junior high school, the additional diagnosis of interest patterns not heretofore crystallized, the identification of specialized aptitudes and attitudes which have matured at this age, and the making of definite plans for educational training or immediate vocational placement.

In Junior College. In junior college the entire program of vocational and educational adjustment for an individual should be reviewed most carefully and every previous diagnosis rechecked. At this point a large number of students will shift their vocational choices. If the college counselor is uninformed of the case background, he will be at a loss to understand the causes and validity of these shifts. One of the most serious weaknesses in any college personnel program is the lack of valid data received from the high schools. As a matter of fact, adequate case records are not kept by most high school counselors, and much of the fragmentary information available is irrelevant. One is led to believe that counselors either do not have significant information about their students or else they are so unprofessional in their work habits that they think case records are unimportant.

During the junior college, specific plans will be made for most students in regard to their general educability, their probable vocational adjustment, and the training necessary and possible for them in terms of their aptitudes. Definite choices will usually be made during this period, but for some students, im-

maturity will postpone the making of such a definite choice. It may not be until the senior year that definite plans can be made. For certain individuals, interest patterns will not crystallize until much later in life, and whatever aptitudes are present will not show up clearly in any early diagnosis. Every counselor must expect to have a good percentage of such cases; consequently we cannot rule arbitrarily that every student must decide on his vocational and educational plans by the end of the sophomore year. Such an arbitrary rule may be administratively convenient, but it is psychologically unsound, as every counselor knows.

In Senior College. During the senior college most students will begin specialized training based upon the diagnosis of vocational and educational possibilities made in the junior college period. The counselor may render valuable services at this time in assisting both those students who have not definitely made a choice or mapped out a program of training, and those who are not satisfactorily measuring up to their potentialities. This function of motivating students up to the limits of their capacities is a most important one since we cannot assume that all students have the proper attitude, ambition, and work habits to utilize fully their potentialities. Although most educators feel that genius will find its own way, there are still an uncomfortably large number of failing geniuses. One of the most tragic cases handled by the author was a student diagnosed at the age of 8 as intellectually gifted. No one had assisted this student in carrying out the original diagnosis of intellectual superiority, and consequently he was not trained to use his potentialities. Today he is doing a mediocre type of work far below his intellectual capacity. Even though such cases are rare, yet persons of this type are so valuable to social progress that we dare not become indifferent to the possibility that genius will not find its own way unaided. In this respect, the counselor becomes not only a diagnostician, but a conservator of human resources. This is a most important function, equal in importance to diagnostic work.

Placement. The final institutional step in most personnel programs is that of placement in work which has been chosen in terms of the individual's capacities and his training based upon

those capacities.¹⁹ It is apparent that placement work is at the present time too widely divorced from other phases of personnel programs. Some industrial placement officers assume that, because a student has come to them from a specialized training program, a suitable type of work is the only proper one open to him. Such is not always the case since many college curriculums provide training simultaneously for a variety of occupations, some of which the student may not have considered. Eventually, personnel work will be coordinated so that placement officers have access to the results of the individual counseling. It is reasonable to suppose that under such conditions placement officers will be aided in helping the student to find that a *specific* job with a specific firm has been made possible because early in life someone guided him toward a *general* field of work for which he had potentialities for this ultimate and specific job placement.

Adjustment to Educability. Now that we have reviewed in general outline some of the personnel functions performed at different school levels, we need to heed a warning. Personnel workers must not fall into the fallacy in logic that many other educators, especially many curriculum makers, seem to have fallen into, *viz.*, that most students will complete their education in college. On the basis of this assumption, nearly all students are required to take the same courses of study and are expected to develop a standard pattern of social and emotional habits.

On the one hand, many able students do not secure any type of training beyond high school. We often uncritically assume that all, or most, intellectually gifted students enroll in college. But such is not the case. Anderson and Berning reported the results of an extensive survey of Minnesota high school graduates of June, 1938. A follow-up study was made one year after graduation. The authors conclude:²⁰

¹⁹ Forrest Kirkpatrick *et al.*, *Helping Students Find Employment*. American Council on Education Studies, Series VI, Student Personnel Work, No. 12. Washington, D.C.: American Council on Education, 1949.

²⁰ G. Lester Anderson and T. J. Berning, "What Happens to High School Graduates?" *Studies in Higher Education*, Biennial Report of the Committee on Educational Research, University of Minnesota, p. 20, 1938-1940, 1941.

The common assumption . . . that all able high school students almost without exception gravitate to college or university is not sound. *For every graduate who ranked in the upper ten percent of his high school class and entered college, another graduate who also ranked in the upper ten percent did not enter college.* For every graduate who ranked in the upper 30 percent of his class and entered college, two graduates who ranked in the upper 30 percent did not enter college. If colleges and universities are looking for increasing numbers of highly able people, they would seem to be available, for not even a majority of them are yet in college.

But it must also be noted that a large number of high school graduates are not able, intellectually, to succeed in college courses, *as those courses are now organized and taught.* These students will need counseling in the junior high school in choosing an occupation which does not require college training. For this reason, counselors must be alert to the need for detailed diagnosis and counseling regarding the choice of a specific vocation by most pupils in junior high school. Counseling such students cannot be postponed until later, since they leave school early for specific job placement.²¹ For a few high school students, a definite diagnosis and specific counseling can be postponed, but for *most* high school students (those who cannot or should not attempt college work) the counselor must persuade student and parents to make specific and immediate vocational plans in line with the results of a dependable diagnosis.

TYPES OF PERSONNEL WORK

To describe personnel work further, we turn now to a discussion of the functions of the workers themselves. On each level of education there are a number of personnel workers who perform different types of functions. These workers differ with respect to the complexity and technicalities of the problems they are able to diagnose and counsel. Of course, the same worker may perform at different levels provided he has adequate training and, further, provided that the student being counseled needs such assistance. A review of these types of worker will

²¹ Ruth E. Eckert and Thomas O. Marshall, *When Youth Leave School*. New York Regents Inquiry. New York: McGraw-Hill Book Company, Inc., 1939.

indicate their wide range of personnel functions and will also serve as further orientation to the specific role of the clinical counselor to whose functions most of this book is devoted.

These types of personnel work may be described in terms of the types of personnel workers and the unique functions each one performs. This outlining of types of worker is based upon the known variety of problems exhibited by students. In view of the variety and complexity of students' problems, it is clear that personnel services demand not one, but a number of types of worker. To insist that any one type, teacher or specialist, can perform all kinds of services with all types of problems is to ignore the fact that students require the assistance of many specialists, including teachers.

Personnel workers may be classified into four types: *group*, *advisory*, *instructional*, and *clinical*. In the following section, each type will be described as to functions performed and the type of problems which each worker is trained to diagnose and counsel. Some of these workers perform on a layman's level of effectiveness with regard to certain problems and on a professional level in dealing with other types of adjustments. All types are necessary in an effective program of assistance to students. All must be trained to discharge their unique functions.

Group Work. The group type of personnel work includes all that has been called extracurricular.²² This important phase of education is designed to assist the student to develop habits of citizenship and social adjustment by means of participation in the activities of groups. But in large part there is no attempt to diagnose the peculiar needs of each pupil and to use activities as a means of readjustment and as a prevention of maladjustment. Unless groups are wisely handled, the students who are already leaders often participate excessively, and those who need to

²² The reader will find the following references of value in understanding this phase of personnel work:

Janet Agnes Kelley, *College Life and the Mores*. New York: Teachers College, Columbia University, 1949.

Louise Price, *Creative Group Work on the Campus*. New York: Teachers College, Columbia University, 1941.

Ruth Strang, *Group Activities in College and Secondary School*. New York: Harper & Brothers, 1941.

Jane Warters, *High-school Personnel Work Today*. New York: McGraw-Hill Book Company, Inc., 1946, Chap. VII.

develop socially advantageous personality traits are permitted to gravitate to the side lines.

Persons who are active on this level of personnel work include:

Deans of men and women who supervise social functions, activities, clubs, publications, etc.

Dormitory directors and activity and social advisers

Directors of student unions and program consultants

Coordinators of recreation

Directors of activities bureaus, organization's advisers, fraternity and sorority advisers, etc.

Teachers and administrators who act as advisers for clubs, class, school councils, etc.

These workers counsel students in social situations. In a sense, some of them are practicing sociologists, though frequently without sociological training. While the importance of their function is granted, it is apparent that their work must be a supplement to, and not a substitute for, individualized counseling. Otherwise, we shall have the curious anomaly of personnel workers perpetuating the errors of most teachers—using a blanket prescription without individualized diagnosis and therefore without adjustment to individual needs.

Granted the thesis that students are more than cerebral cortices, possessed of bipeds, then group activities need no justification as a legitimate part of higher education. Group activities that are wisely supervised are effective means for the development of socialized attitudes and habits of social cooperation. And activities are a necessary supplement to the classroom if education is to assist in the development of desirable traits. While insisting upon the necessity of this part of educational experience, one may still deplore the scarcity of vigorous and adequately trained personnel workers in this phase of personnel work.

Advisory. The second type of personnel worker, the advisory type, is usually trained in the teaching of certain subject matter and appointed to interview students about personal problems. Fortunately, an increasing number of these counselors are securing sufficient professional training to diagnose and advise with regard to relatively simple problems of school progress, orientation and adjustment, choice of subjects and occupations, and mild

emotional and home adjustments. They are not, however, usually prepared to diagnose complex psychological problems.

We may classify in this category:

Advisers who counsel on the basis of impressions collected in a single interview

Counselors who are able to interpret case data limited to school grades, teachers' reports of behavior, records of participation in activities, etc.

Placement officers and directors who refer students to employment openings after determining qualifications by means of review of experiences and grades, usually supplemented by a cursory interview with the student

General counselors who are able to diagnose and to advise about the choice of an occupation, ineffective study habits, social adjustments, participation in activities, orientation of new pupils to the school, stimulation to optimum learning, moral and ethical development, financial problems, etc. These counselors are experienced teachers qualified to assist pupils; but they have an appreciation of their limitations in the diagnosing and counseling of complicated problems and they recognize the need for using both clinicians and teachers for pupil adjustment. At the present time, these counselors function as general practitioners, but in the future we may expect that they will become trained to handle more complex problems in an effective manner.

Instructional Counseling. The third type of personnel work, the teaching or *instructional* type, is, by all odds, the most prevalent and requires extended discussion. For many decades, educators discussed the individual pupil and his needs and then often proceeded to ignore individuality by teaching all pupils the same things in the same way. The only concession to individual differences was that of remedial instruction designed to force-feed the backward pupil up to the predetermined standard. With this one dubious exception, individual differences were sometimes recognized by teachers only as undesirable deviations to be leveled down or up to standardized mediocrity. The chief counseling technique was to teach the textbook and to ignore extra-cerebral needs and interests. In recent decades, however, many teachers have made serious attempts to use instructional techniques as a way of helping the pupil to achieve optimum adjustments. As a result, we now have many teacher-counselors.

We classify in this group the following:

Teachers who attempt to make what is taught appropriate to the pupil by gearing instruction to the results of diagnoses

Special teachers who give instruction designed to remedy deficiencies in basic skills in so far as clinical diagnoses indicate this as possible and desirable

Teachers of orientation classes in which new curricular content is designed to prepare students for intelligent educational and vocational choices, social and emotional growth, and citizenship participation

These classes in group guidance²³ are important as resources for counseling after a diagnosis has been made, and they also provide the student with information necessary to effect an adjustment. For example, instructors may teach the facts of occupations and training, as well as providing orientation with regard to educational, emotional, civic, and vocational adjustments. These courses serve as a general introduction to the vocational and educational world, outlining to the student the major occupations, the training required, the qualifications required, and the number of workers already in the various fields.

To be effective, an orientation class should be coordinated with the individualized diagnosis of all pupils, and every student should be diagnosed and be given an understanding of his own capabilities.²⁴ In this way, teaching may become personalized with regard to that student's own possibilities; *i.e.*, the pupil may learn that, when the teacher is talking about engineers, she is not telling him to become an engineer because she has already told him in a counseling interview that he does not appear to have promise as a student of mathematics.

If deficiencies such as we have just mentioned were corrected, classes in group guidance would prove to be a most important procedure in student personnel work. Otherwise, group guidance becomes merely "another class," albeit in a desirably new field of knowledge.

²³ The reader is referred to Robert Hoppock's new book, *Group Guidance* (New York: McGraw-Hill Book Company, Inc., 1949), for an excellent and comprehensive review of this part of the personnel program.

²⁴ Milton E. Hahn, "Vocational Orientation." Chap. 12 in Ivor Spafford *et al.*, *Building a Curriculum for General Education*. Minneapolis: University of Minnesota Press, 1943.

This type of instructional counseling by group methods has another serious deficiency. Sometimes those who do group guidance attempt to adjust their instruction to the pupil's individuality by having each student analyze himself before receiving instruction. This is frequently advanced as an adequate substitute for professional diagnosis. Such a procedure, of course, overlooks the wealth of experimental data and clinical experience which demonstrates the statistical unreliability and the psychological invalidity of a student's self-diagnosis made merely by checking items or writing answers on an unstandardized questionnaire. This voting method of diagnosing is based on the student's opinion of himself. Valuable as this is, it is yet to be proved valid by supporting data from more objective sources.

An acquaintance with the instructional types of counseling reveals the fact that present-day personnel work is seriously inadequate in many respects. Although personnel research workers have been experimenting with, and perfecting, tools for analyzing students' abilities and interests and applying these tools to groups, too little application has been made to the diagnosis of individual students. Even that little has been characterized largely by mechanical application rather than by means of the flexible approach of clinical diagnosis; *i.e.*, an adequate clinical practice has not yet developed out of research. Instead, in far too many schools, the practice of personnel work has developed along a tangential line.²⁵ The mass instructional method has been borrowed from the classroom and adapted in the form of group conferences and observational trips for collecting occupational information. In many schools, classes, more or less formal in nature, have been instituted for the mass teaching of such information. This borrowing from traditional educational methodology is incongruent with the personnel point of view which presupposes the giving of appropriate counsel *only after having first determined by adequate diagnosis what is needed by the student.*

Clinical Counseling. Within recent years, in many colleges and high schools, a new type of worker has been appointed to

²⁵ For a concise summary of the development of modern personnel work, the reader is referred to Donald G. Paterson, "The Genesis of Modern Guidance." *The Educational Record*, Vol. XIX, pp. 36-46, January, 1938.

perform new personnel functions. It is the function of these clinicians to provide that technical diagnosis and counseling necessary to effective guidance and beyond the competency of teachers and untrained advisers. These clinicians are not mere mental testers; they provide professional counseling for complex and difficult problems of student adjustment. At present, clinical counseling is used with students who do not respond "adequately" to standardized instruction. Ultimately, clinical counseling will precede instruction in order that the teacher may be supplied with a dependable understanding of the student's individuality. Except for problems in the health area where clinical diagnosis is made *before* the child becomes ill, only the instructional, group, and advisory techniques of counseling are used with all students, unless and until they develop serious problems necessitating clinical diagnosis and counseling.

There are many types of clinicians trained to diagnose, counsel, and prevent certain types of problems. A partial list of such clinicians includes:

- School physicians and dentists, assisted by nurses, dental hygienists, and teachers of orthopedics who treat health problems and physical disabilities

- Psychiatrists, assisted by psychiatric social workers, who diagnose and treat serious maladjustments of an emotional and social type

- Psychologists and psychometrists who analyze deficiencies in the basic skills of reading, writing, spelling, language, and general learning ability

- Clinical counselors who diagnose and counsel students with emotional and social maladjustments, conflicts between parent and child, and in problems of educational and vocational choices and adjustments

- Speech pathologists who diagnose and treat serious problems of stuttering, blocking, and stammering

The essential function of these personnel specialists is to provide adequate diagnostic services which will serve as a dependable basis for counseling. These clinicians may report their findings to faculty advisers or administrators who then counsel students, or the clinicians may handle the student's problems *in toto*. Some of these specialists may be trained to diagnose and to counsel more than one type of problem, while others may refer students to other specialists for assistance. It is apparent

that not all these specialists are advanced in the quality of their services. Many of the specialties are still in their infancy and await much more research before they will achieve effectiveness. But the trend is discernible; personnel work of the future will be characterized by an increased number of *specialized* diagnostic and counseling services preceding and supplemental to the counseling services of other types of personnel workers.²⁶

In subsequent chapters of this book we shall deal only with the work of those clinicians referred to as clinical counselors who diagnose and counsel in such problem areas as mental hygiene, reading and studying difficulties, and vocational and educational orientation. With regard to other types of problems, such as health, these clinicians merely identify problems without diagnosing and refer the students to other clinicians trained to diagnose and treat them.

For purposes of orientation, we should refer to the fact that in other fields, such as that of mental deficiency, these clinicians are dealing with psychological problems, but in a real sense they are not restricted to the narrow field of psychological testing of mental capacities. They have the assistance of technicians called "psychometrists" who do the testing; the clinician is rather a diagnostician and a counseling specialist functioning on a more complex level of work than that of the psychometrist. Another type of worker upon whom the clinician may draw in the collection of data about family and social relationships is the *social case worker*. Some such workers are qualified to diagnose and counsel certain types of student problem cases.

A word should also be said regarding the differences in function between these clinical counselors and educational diagnosticians. The same person may be trained to do both types of work. Educational diagnosis is concerned primarily with the discovery of specific errors in students' attempts to learn the content of courses, such as vocabulary differences in French, as identified by *diagnostic tests*, by analysis of pupils' written work, and by interview recitations. The educational diagnostician discovers the detailed steps of what a pupil did not learn. Remedial instruction follows and is designed to reteach the pupil the con-

²⁶ A critical review of the considerable progress made during the past quarter of a century will be found in *Trends in Student Personnel Work*, E. G. Williamson, editor. Minneapolis: University of Minnesota Press, 1949.

tent he has been unable to learn or has learned with errors. The work of the clinical counselors (serving as consultants to teachers in special types of student problems) differs from that of educational diagnosticians or remedial instructors in the following respects:

The counselor seeks *psychological* reasons as to *why* the pupil did not learn, not merely *what details* he did not learn; he searches for *more basic* causes of dislearning, such as low IQ.

The counselor seeks causes outside of instructional conditions, such as home conflicts, vocational motives, or emotional blockings. These are not within the scope of the remedial teacher's training in diagnosis.

The counselor uses *more technical* methods for diagnosing faulty learning, *e.g.*, psychological tests and standardized achievement tests.

The counselor suggests needed modification of group instructional techniques for a particular student and for groups, such as class sectioning.

The counselor diagnoses types of problems not always revealed in the classroom, such as worries regarding social contacts, finances, placement, and occupational choice.

SUMMARY

In this chapter we have further explored the desirable intimate relationship between student personnel services and instruction, emphasizing again the special role of counseling. The functions of the teacher in his counseling relationship with individual students was outlined in some detail. In this exploration, we contrasted some practices of teaching with counseling techniques, particularly the use of diagnostic techniques in the understanding of individual students *before* they are counseled and taught.

Personnel functions in junior and senior high schools and in colleges were discussed in relation to the special needs of individual students: dormitory counseling, recreation, student activities, curricular adjustments, and many others.

Chapter 4. SOME CURRENT INSTRUCTIONAL PROBLEMS

An analysis of some current instructional problems will serve to show the ways in which personnel methods may be used to achieve broad educational objectives. Thus, we will see the strategic role in American education of student personnel work. We shall limit our analysis to four current problems: instructional techniques, vocational versus cultural emphasis, student mortality, and scholastic standards.

INSTRUCTIONAL TECHNIQUES

Teachers and personnel workers employ different techniques to assist students to achieve maturity. Teachers depend chiefly upon classroom methods of instruction, often unwisely restricted to intellectual content in disregard of other vital phases of the individual's personality. But recently new contents designed to facilitate pupil growth in personality, emotions, and attitudes have been introduced into the curriculum.¹ Sometimes these new contents of instruction were introduced into the curriculum by personnel workers under the guise of "group guidance."² Elsewhere, and increasingly, these new elements have become

¹ *A Design for General Education*. American Council on Education Studies, Series I, Vol. VIII, No. 18. Washington, D.C.: American Council on Education, June, 1944.

² The personnel worker is not primarily responsible for the reconstruction of curriculums to make them more appropriate for the differential needs of students and for social progress. But his experiences in diagnosing the aptitudes and interests of students provide him with significant data which have relevancy for reconstruction of curriculums. The specific ways in which these personnel data may be used in curriculum building have been admirably described by the Darleys. See "The Keystone of Curricular Planning." *The Journal of Higher Education*, Vol. VIII, pp. 18-26, January, 1937.

parts of the "legitimate" curriculum, especially under the caption of general education. This is not the case in colleges where such extracurricular activities are still regarded as evidence of immaturity and as incompatible with the supposedly strictly intellectual function of higher education.

To be more specific, teachers proceed toward the objectives of education by means of group instruction designed to develop skills and knowledge as tools to be used in later adjustment. Group instruction often proceeds without personal reference to an individual's unique needs and potentialities and hence may often deal with only limited areas of adjustment.

It is the relative inflexibility of this traditional educational procedure which stifles many young intellects. The following quotation from a high school student's composition is eloquent testimony against the rigid system.³

I am tired of school, tired of this incessant hurrying from class to class in an attempt to obtain an education. There is not enough time for the things that matter to me—I am carried swiftly down a sea of faces that I dimly recognize to be my friends. I think that they are tired too; tired of putting down a paint brush and paper, of being told to wipe this brush and put that paper away because the all-important bell has rung. They learn very soon to mask their enthusiasms to suit the hourly bells and find it easy to lose interest in what, with leisure for thought and study, might become absorbing. For students like me and my associates, newborn ideas must be carefully tended before they can expand, or we shall forget that they ever came to us.

As contrasted with instructional techniques, personnel work utilizes a different method to achieve the objectives of education. Essentially, this is an individualized method as opposed to the group method of teaching. Relatively few individualized diagnoses are made in the teaching method, but in personnel work, diagnoses are the point of first contact with the individual. Then individualized teaching follows in the form of counseling. Moreover, the individual is seen as a patterned whole, consisting of equally important partial needs and potentialities, all of which must be dealt with according to their interrelations in such a manner as to achieve optimum growth and adjustment.

³ Quoted by W. S. Learned in "Credits versus Education." Reprinted from the *Proceedings of the Associated Academic Principals of the State of New York*, 1933, p. 6.

Integration of Personnel Work and Instruction. When teachers supplement group instruction with personal conferences and other methods of individualized education and as the curriculum expands to include materials dealing with so-called nonintellectual adjustments, personnel work will become an integral part of education. Then *trained* personnel workers will become educational specialists dealing with problems (not only "problem cases") which may not be readily assisted by teaching methods.

This is, of course, an ideal integration toward which both groups of workers should strive. For the immediate future, however, no personnel worker will expect that a large part of his present functions can be turned over at once to the average teacher who is still trained primarily to dispense subject matter. Nonacademic adjustments of the pupil are too important to risk such a move. Personnel workers should insist upon remaining differentiated in point of view and methodology from teachers until the latter have become trained, with a corresponding change in point of view, in the effective teaching of the whole pupil. By persuasion, by pointing out the ineffectiveness of current educational methods, and by all methods that may be used, teachers should be brought to understand and to adopt the pupil point of view.

Personnel workers and teachers also differ in their attitudes toward the curriculum. To the former, most curriculums as constituted at present represent only what competent adults *think* students need as a preparation for adult life. In studying students themselves, personnel workers observe that too little attention is given to the fact that the student is not an adult, does not think as an adult, is not completely preoccupied with preparing for remote goals alone; in short, is not always in a state of readiness to do enthusiastically what adults believe should be done. Because of his intimate and professional contacts with students and because of his knowledge gained from diagnoses of abilities and interests, the personnel worker functions as the student's advocate and interpreter in educational circles. It is his function to assist collecting, interpreting, and transmitting to curriculum makers knowledge of the abilities, interests, wants, and needs of the students. He studies the consumer market in education by means of the most dependable

methods available (not by just a survey of IQ's, important as they are).

An ideal distribution of functions would be for the curriculum makers to use data describing the consumer's ability and readiness to learn, together with data regarding society's needs. The personnel worker, parallel with the teacher, should function in selecting and distributing students, and in counseling students regarding noninstructional problems. Such would appear to be differential functions of teachers, curriculum makers, and personnel workers. Obviously, some qualified workers function in all three fields.

The student personnel point of view toward instruction and the role of personnel techniques is aptly indicated by the following quotation from an analysis of the part played by one discipline (psychology) in education:⁴

Dependable knowledge of the aptitudes and capacities of the pupil, and more important, his interests and enthusiasms, are incomparably more important for effective education of the individual from birth to maturity than are the so-called "subjects" now "taught" in our schools from nursery to university. Until we apply what we know of the psychology of learning to the individual we shall be evading the essential issue, whether the evasion be via a free elective system or the mass exposure of all students to the same curriculum.

The pendulum of American education seems to be swinging toward providing a common institutionalized and socially oriented background for each individual, and away from the extreme elective system. Such changes suggest that we are debating the shape of the stamp in strange disregard of the variety of the material to be impressed. Apparently we are tending to regard education as a "process" analogous to being squeezed, pushed, pounded, pulled, pruned, or dyed . . . which indeed it now is, save for the occasional and till now largely empiric contributions of psychological insight. Since so many educators think in terms of the stamping mill it may be pertinent or at least excusably impertinent—to note that those who build stamps, presses, and other elaborate machines of pressure, focus most of their attention on the nature of the material to be stamped, its malleability, hardness, and brittleness, etc. . . . From 1870 to 1940, while the population of the United States trebled, the college population increased thirty-fold. Scant wonder that most of the efforts dur-

⁴ Alan Gregg, chairman, *et al.*, *The Place of Psychology in an Ideal University*. Cambridge, Mass.: Harvard University Press, 1947, pp. 14-15.

ing such a huge expansion were directed to the mass process, to the curriculum and not to the individual recipient or to the factors that determine his capacity to take the imprint he is subjected to.

VOCATIONAL VERSUS CULTURAL EMPHASIS

There is one point upon which teachers (particularly those in liberal arts colleges) and personnel workers *seem* to be in serious conflict. This point concerns the emphasis of some personnel workers upon occupational orientation as contrasted with other outcomes of education: intellectual growth, emotional maturity, social philosophy, and genuine interest in learning and scholarship. This is not an appropriate place to trace the historical development of such conflicting emphases, but mention must be made of this misunderstanding of the personnel worker's attitude toward the cultural outcomes of education. There is no quarrel with those who stress the desirability of providing cultural or liberal arts courses. Personnel workers are not anticultural; they are not advocates of limited *Brotstudien*. But the quarrel is with those educators who invoke the *need* for such courses as support for the rigid requirement that *every* student must take the same courses, cultural or otherwise. Personnel workers are no more opposed to making cultural growth the sole, or even the dominating, outcome of education than they are to any uniform and blanket requirement for *every* student. Rigid requirements in humanities courses are as much antithetic to the personnel point of view as are such requirements in vocational training. It is agreed that all students will profit greatly from cultural and intellectual training which may have no immediate value for occupations, even as it is agreed that colleges are more than mere training schools. But in the matter of acquiring culture it is not a question of all or none but of how much and what kind is appropriate for each student.

Moreover, personnel workers object to indiscriminate emphasis on the humanities for another reason. Too frequently, under the pretext of providing nonvocational training, some colleges have restricted their function to that of teaching only those students who are preparing for the professions or for the graduate school. This trend has resulted in the difficulty, if not impossibility, of getting a *cultural* course in many fields of knowledge.

For example, students may have considerable difficulty in finding a *cultural* course in the sciences. The elementary courses are usually taught, not as cultural courses for informed laymen, but as technical and preparatory courses for pre-Ph.D.'s. When even liberal arts courses become geared chiefly, if not exclusively, to professional and graduate goals, then surely one may question the appropriateness of such courses as rigid requirements for students with other legitimate educational objectives. A similar criticism has been made by an educator who is a leading exponent of the general education movement.

McGrath contends that:⁵

To a very large extent the curriculum in colleges of liberal arts has become as specialized as that of the medical school or the law school. Indeed, many courses in law, Evidence for example, have more of the characteristics of liberal studies than do many advanced courses in the liberal arts colleges. The original purposes of liberal education in preparing men and women for a free life which they would share with all their countrymen in a free society has been overshadowed by specialized vocational training.

But significant gains have been made within the past few years in broadening and changing the previous emphasis to include nonvocational courses. Counselors can and should join in full support of a program of general studies for all students which sets as its objectives the following:⁶

. . . general education should lead the student:

1. To improve and maintain his own health and take his share of responsibility for protecting the health of others

⁵ Earl J. McGrath, *Toward General Education*. New York: The Macmillan Company, 1948, pp. 10-11.

⁶ *A Design for General Education*, *op. cit.*, pp. 14-15. Part III of this volume contains detailed statements of outcomes for each of these ten major objectives of teaching in general education courses. These objectives are classified under three headings: knowledge and understanding; skills and abilities; attitudes and appreciations. The student personnel worker will feel at home in studying these objectives, many of which are similar, and others identical, with some of those he seeks to help students achieve through counseling. Perhaps it is through the medium of general education that the student personnel worker may become an active, and coordinate member of the educational staff of an institution, thereby adding "instructional" duties to those of selection of students for instruction and "repairing" them when they break down in the classroom.

2. To communicate through his own language in writing and speaking at the level of expression adequate to the needs of educated people
3. To attain a sound emotional and social adjustment through the enjoyment of a wide range of social relationship and the experience of working cooperatively with others
4. To think through the problems and to gain the basic orientation that will better enable him to make a satisfactory family and marital adjustment
5. To do his part as an active and intelligent citizen in dealing with the interrelated social, economic, and political problems of American life and in solving the problems of postwar international reconstruction
6. To act in the light of an understanding of the natural phenomena in his environment in its implications for human society and human welfare, to use scientific methods in the solution of his problems, and to employ useful nonverbal methods of thought and communication
7. To find self-expression in literature and to share through literature man's experience and his motivating ideas and ideals
8. To find a means of self-expression in music and in the various visual arts and crafts, and to understand and appreciate art and music as reflections both of individual experience and of social patterns and movements
9. To practice clear and integrated thinking about the meaning and value of life
10. To choose a vocation that will make optimum use of his talents and enable him to make an appropriate contribution to the needs of society

But to turn back from general education to liberal arts emphases (usually referred to in high school circles as the "college preparatory studies"), the personnel worker is not content with an overemphasis upon an aristocratic or leisure class concept of education.⁷ Thorndike,⁸ in 1928, saw the fallacy in overemphasizing professional and cultural education to the *exclusion* of

⁷ R. Freeman Butts, *A Cultural History of Education*, 1947, for a documentation of the persistence throughout the ages of the domination over all education of this one narrow, but important, aspect of a fuller and comprehensive educational program for *all* segments of a society of *freemen*.

⁸ E. L. Thorndike, E. O. Bregman, J. W. Tilton, and E. Woodyard, *Adult Learning*. New York: The Macmillan Company, 1928, p. 193.

more practical training. What he wrote of "productive labor" has been equally true of *training* for such useful work.

Our theories about schooling, recreation, and the higher life are all somewhat blinded by an unscientific expectation that somebody will grow wheat and bake bread and make shoes and build railroads and manage factories by some such necessary order of nature as makes the sun shine and the rain fall. This blindness is often accompanied by a certain condescension, or even scorn, toward productive labor, which is perhaps a relic of the long centuries of idealization of the leisure class. There is a very real danger that schooling may unfit a community to produce by itself its own necessities, and lead it to depend on industrial mercenaries imported to do all the dirty work.

One more point should be made with regard to this conflict. Counselors have long contended that most students are vitally concerned lest their educational experience shall prove to be unrelated to adult responsibilities. Students say to each other (sometimes they even muster up courage to say it to the instructor): "What good is all this stuff going to do me?" Without appropriate orientation and counseling they frequently and unwisely insist that all teaching shall be directed toward *immediately* practical goals. To such students it is not meaningful for teachers to insist that knowledge yields its own satisfactions and rewards. Economic, financial, and family pressures often prevent the development of a desire for a leisure type of education without regard to its utility. The student insists that his efforts shall be directed toward an occupational goal, often too narrowly conceived as a practical job. In effect, the student is contending that "his occupational interests should serve to give integration and reality to his educational experience."⁹

The motivating effect of an occupational goal is, therefore, a psychological condition which must be dealt with if the student is to become an active participant in the educational process. To attempt to force him to forget *all* practical affairs is to ignore his psychological make-up. A more effective method is to assist him, individually, to choose an achievable occupational goal which will satisfy his felt need. Then the student's understand-

⁹ U.S. Advisory Committee on Education. *Report of the Committee*. Washington, D.C.: Government Printing Office, February, 1938, p. 104.

Archibald MacIntosh, "Why Students Drop Out." Chap. 5, *Behind the Academic Curtain*. New York: Harper & Brothers, 1948.

ing may become broad enough to see the value of all phases of education as means to his vocational goal and also to other equally valid and satisfying values of a general and liberal education. When the student has thought through to a tentative solution of his vocational problem, then he may be more receptive to other values and outcomes of education.

STUDENT MORTALITY

We turn now to another point of contact and conflict between teachers and personnel workers. This is the serious problem of student failures. The usual explanation for student failures given by the faculty is that students either do not possess, or fail to develop, serious study habits.¹⁰

That lack of interest in studies is often the cause of failure is quite apparent, but it is questionable logic, to say the least, which assigns this as the only, or primary, cause of student failures. The remedy, by the way, which has usually been proposed is larger and stronger dosages of the same subjects which caused the lack of interest. As a matter of fact, this indifference of students is not the cause, but rather a symptom, of some more basic conditions. The underlying cause of the student's attitude is often the failure on the part of the school authorities to provide a curriculum suited to the particular needs and basic interests of

¹⁰ Frequently, college teachers in discussing student failures contrast present-day student life with the "golden age" when all students supposedly were serious and diligent in application to learning. Apropos of this yearning for the past, Ford writes: "Now university presidents and deans of graduate schools taken singly and by themselves are quite cheerful companions and often give unconscious indications that they might have once qualified for membership in the Optimists Club. Taken together in a discussion on the decline of scholarship and its eclipse by extracurricular activities, they are a lugubrious lot who ought to be lined up against a wailing wall in an appropriate garb of sack cloth and ashes. They are apparently firmly convinced that there were once good old days of undivided student devotion to bigger and better books, play without competition, and classrooms filled by inspiring teachers and eager rows of putative valedictorians and salutatorians. Those good old days, this golden age by some stretch of imagination or lapse of memory is fixed in time in about the years when the speaker was in college." Guy Stanton Ford, Cap and Gown Day address to the senior class of 1938 at the University of Minnesota. *Minnesota Chats*, May 19, 1938.

the particular individual. But the usual retort to this contention is that the discipline resulting from strenuous effort at that which is unpleasant and difficult is an appreciable asset. This reply, however, smacks of a theory which has been discredited by both experience and psychological research. False psychology, however, still persists in trotting out the old bogeyman of formal mental discipline. It would, indeed, be a bizarre situation if there were but one way of achieving mental development, in view of the known heterogeneity of human abilities with the concomitant predisposing tendency to differential types of tasks and interests.

Standards by Failure. From the point of view of some teachers and administrators, the straightforward procedure of failing one-half of the students so as to motivate the others to work harder through fear of failure is a sensible thing to do. This indiscriminate flunking is based upon one or both of two assumptions: (1) that all students are capable of learning all things in the curriculum—a naïve ignoring of the facts of student mortality and the distribution of ability in a student population; and (2) that the method of flunking is the only, or the best, way of dealing with students incapable of learning.

As a matter of fact, if all students worked harder and got higher marks in examinations *and if some form of the curve were still used* in grading, then the distribution of marks would remain the same. As many of the students would flunk according to the higher standard as do now, and there would be no increase in the number of the “passed” or “officially successful” students.¹¹

Moreover, as Hawkes asserts, a high rate of scholastic mortality does not necessarily guarantee that high academic standards are being maintained. Improper or ineffective techniques of admission, for example, may cause a high incidence of scholastic failures.¹²

Selective Admissions and Placement. Many educators have urged that we select, before instruction, those students capable of achieving the restricted standard of scholarship set by the

¹¹ E. G. Williamson, “The Decreasing Accuracy of Scholastic Predictions.” *Journal of Educational Psychology*, pp. 1–16, January, 1937.

¹² Herbert Hawkes, “College Administration.” *A Quarter Century of Learning, 1904–1929*. New York: Columbia University Press, 1931, p. 179.

faculty.¹³ Such selection would be made on the basis of general and special aptitude for each course in terms of the amount known on the first day of class, *e.g.*, the sectioning and placement procedures now used in English classes for freshmen. But such a procedure would require the use of yardsticks which were comparable from year to year, so that the standards could be maintained. Moreover, the yardsticks would need to be made meaningful and universal.

As was indicated in the preceding section, in carrying out this proposal, an additional problem should be solved, *viz.*, what to do with those students who do not meet the standards set up for admission to a particular subject or curriculum. Alternative curriculums for such students, who are not able to profit from the standard curriculum, should be provided. Moreover, allowance must be made for corrections of errors in classification and for diversion of some students.

Such a selection proposal assumes that teaching may be effective if students are first selected and then sectioned in classes in terms of their capacity and readiness to learn. However, we know that there are causes of failure other than the lack of ability. For instance, there are numerous distractions which prevent optimum learning. These distractions include worries about finances and vocational choice, social and family relations, ineffective study habits, unwholesome recreations, adolescent revolt against regulations and adult restrictions, and emotional conflicts concerning religious and philosophical questions. The emotional background and attitude which the student brings to his classroom may be such as to defeat the most skillful and inspiring lecturing. Unless the student is psychologically receptive, there will be no learning despite the quality of teaching.

We cannot solve this problem of ineffective learning or of student indifference by dismissing it with a retort that it is not our business as teachers to coddle students—that they are grown-up people and must assume the responsibilities of adults.¹⁴ Nor

¹³ J. B. Johnston, *Scholarship and Democracy*. New York: Appleton-Century-Crofts, Inc., 1937.

¹⁴ One college teacher, possibly interested in colleges only as research stations and training schools for professional and graduate schools, has stated this point of view succinctly: "It seems to me that the best service that can be rendered a student is to let him sink or swim without too much

do we discharge our responsibility by passing, and rigidly enforcing, regulations and requirements with a callous attitude of "take it or leave it."

Coffman has contended that such a policy of *negative* guidance is not defensible as a policy for higher education:¹⁵

Recently I received a letter outlining the policy of another university with regard to the admission and elimination of students. It stated that this institution, because it is a state institution, admits all high school graduates without question but that it has adopted a deliberate policy of failing them by the hundreds for the purpose of eliminating large numbers. This to my mind is little short of criminal. It indicates a woeful lack of responsibility and a complete disregard of the obligations of the institution to the vast number of students.

Importance of Attitudes. Students are still adolescents, and educators cannot act upon the assumption that they are as eager to learn as we are to teach. We do not discharge our full responsibility as teachers unless and until we have done everything within our power to arouse the desire to learn. There is reason to believe that, if we devoted more effort to the cultivation of this desire to learn and to the alleviation of distractions from learning, our teaching would be far more effective than it is at present. Optimum learning is possible only when the desire to learn is fostered by sympathetic relations with teachers, by the alleviation of emotional distractions, and by the selection of students capable of profiting from teaching. Otherwise we have only esoteric teaching of subject matter and not effective and satisfying learning.

The following testimony from Neidlinger¹⁶ of Dartmouth indicates the importance of attitudes and other personal adjust-

paternalism." Armin O. Leuschner, "Research as a Function of Universities." *Sigma Xi Quarterly*, Vol. XXV, p. 72, June, 1937. Such a point of view is similar to that expressed by Friedrich Paulsen in *The German Universities and University Study*. New York: Charles Scribner's Sons, 1906. Paulsen genuinely believed, however, in the social obligation of the German universities to train the nation's future leaders and also in the soundness of youth's self-responsibility as a method of stimulating personal development.

¹⁵ Lotus D. Coffman, *The State University—Its Work and Its Problems*. (A selection from addresses delivered between 1921 and 1933.) Minneapolis: University of Minnesota Press, 1934, p. 90.

¹⁶ MacIntosh, *op. cit.*, p. 62.

ment factors, even under conditions of restrictive range of scholastic aptitude: "In colleges such as Dartmouth and other New England colleges which are very selective in admissions, almost no one fails because of lack of ability. Failures result from lack of interest, misdirected energy, inability to adjust to freedom from home or equivalent supervision, and temperament."

The following table is interpreted by MacIntosh as evidence of the effect of highly selective admissions practices of 276 colleges studied upon the incidence of scholastic failure:¹⁷

<i>Classification</i>	<i>Loss, by Percentages</i>
Junior college.....	32.1
Men's colleges (over 1,000 students).....	37.0
Women's colleges (less than 1,000 students).....	45.2
Women's colleges (over 1,000 students).....	50.6
Men's colleges (less than 1,000 students).....	55.5
*Coeducational institutions (less than 1,000 students).....	55.7
Coeducational institutions (more than 1,000 students).....	61.1

MacIntosh¹⁸ states that:

. . . it does not seem surprising that the largest percentage of loss should occur in the large coeducational institutions, where the admissions policy, from the nature of the case, cannot be nearly so selective as in a smaller college and where the fact of the large college population presents complicated problems in the guidance and directing of the students.

In support of this line of thought, a new set of observational and experimental findings is available to test our dictum that *attitudes do make a difference in scholastic achievement*. Reports from American colleges and from abroad, all testify to the significance of another factor—intensity of war veterans' motivation to make up for lost time, to complete their training as quickly as possible and get into a job. In a carefully structured scientific sampling of the adjustments of veterans enrolled in universities and colleges in all sections of the country, Strom¹⁹ found the following reports from veterans themselves:

¹⁷ *Ibid.*, p. 68.

¹⁸ *Ibid.*, p. 69.

¹⁹ Ralph J. Strom, director, *Study of Disabled Veterans in Colleges and Universities*. American Council on Education Studies, Bulletin No. 2, p. 1. Washington, D.C.: American Council on Education, Mar. 15, 1948.

60 per cent thought their attitudes toward their education differed from those of nonveteran students.

46 per cent thought the veteran students were "more serious and sincere" than were nonveteran students.

20 per cent thought the veteran students were "more mature and settled."

19 per cent thought the veteran students were "more practical" and had a "more definite goal."

12 per cent thought that "time means more" to the veteran student.

17 per cent thought that veteran students "better realize the value of education" than do nonveteran students.

Observation and report from the teachers of veteran students tend to agree almost universally with the above reports of the veterans themselves. In fact, it might not be inaccurate to surmise that this is one of the few, if not the only, time in eight centuries of higher education in western civilization that nearly all of the faculty happily feel that classes are populated with sufficiently serious students.²⁰

But the unanimity of these observations and reports from teachers and students alike with respect to their seriousness and fullness of effort does not necessarily mean that veteran students *achieve* scholastically at a higher level than do nonveteran students. Yes, they undoubtedly seem to work harder but it remains to be proved that they achieve correspondingly with such intensity of effort. However, the few available scientific studies made with carefully paired control groups "indicate a small but significant superiority of the student veteran over his non-veteran counterpart."²¹ Hanson and Paterson found that the *same* veteran students earned, on the average, about three-fourths of a letter grade (*e.g.*, from D+ to C+) in the postwar period as compared with the prewar period.²² If additional studies yield

²⁰ Similar reports come from England. See "Universities in Transition" in *Magazine of the Future* (a British publication), Vol. III, No. 1, pp. 53-60, January, 1948. See also *School and Society*, Vol. LXV, No. 1689, May 10, 1947.

²¹ Norman Garnezy and Jean M. Crose, "A Comparison of the Academic Achievement of Matched Groups of Veteran and Non-veteran Freshmen at the University of Iowa." *Journal of Educational Research*, Vol. XLI, No. 7, pp. 547-550, March, 1948.

²² Louis M. Hansen and Donald G. Paterson, "Scholastic Achievement of Veterans." *School and Society*, Vol. 69, pp. 195-197, Mar. 12, 1949.

similar results, we may conclude that attitudes do make a difference in scholarship.

To return from a discussion of the effect upon effort and achievement in veterans to the importance of attitudes in civilians, we draw upon experiences in industry. The importance of attitudes from the standpoint of the efficiency of the school system is clearly indicated by analogous researches in the field of industrial efficiency showing the relationship between attitudes and industrial output, or amount of work done. With a number of girls working in the Western Electric factory, the factors of wages, rest periods, shorter working days, free lunches, and other working conditions were varied experimentally with little or no resulting increase in efficiency. But when an improved psychological attitude toward the work was inculcated, efficiency and production increased from 33 to 50 per cent, and the output continued on this high level. Strong described the results of the experiment in these words: ²³

A relationship of confidence and friendliness has been established with these girls to such an extent that practically no supervision is required. In the absence of any drive or urge whatsoever they can be depended upon to do their best. They say that they have no sensation of working faster now than under the previous conditions, and that their greatly increased production has been accomplished without any conscious effort on their part. Comment after comment from the girls indicates that they have been relieved of the nervous tension under which they previously worked. They have ceased to regard the man in charge as a "boss." Specific and individual studies which were made prove for these girls what you know about yourself—that you can work more efficiently in a contented frame of mind than you can when your mind is in a turmoil of worry, fear or discontent. You don't know exactly what it is that makes you produce more; neither do these girls. Yet they have a feeling that their increased production is in some way related to the distinctly freer, happier, and more pleasant working environment.

This research study shows that the mental attitude of the worker toward the supervisor is perhaps the biggest factor gov-

²³ E. K. Strong, Jr., "Aptitudes versus Attitudes in Vocational Guidance." *Journal of Applied Psychology*, Vol. XVIII, p. 511, August, 1934. For the complete report of these experiments see F. J. Roethlisberger and William Dickson, *Management and the Worker*. Cambridge, Mass.: Harvard University Press, 1943.

erning the employee's efficiency. Industry, as a consequence, is emphasizing morale in addition to the selection and training of employees. It may well be that similar conditions would operate in education to produce optimum learning.

If the teachers want to continue with the present curriculum, which they have a right to decide to do, then they should make certain that they get the kind of students who can absorb what they want to teach and who want to learn what is being taught, instead of accepting almost every student who thinks he wants that kind of curriculum and failing those who do not or cannot learn. In a state-supported system this wholesale failing is not politic, fair to taxpayers, or consonant with any acceptable philosophy of education. Especially is this true when a more effective method is available to do what the faculty want done, *viz.*, to select students who can absorb what is taught and to adapt what is taught to individual abilities and needs.

Personnel Workers as Mediators. A more ethical procedure would be to select only those students who show promise of succeeding in absorbing what the faculty want to provide in the curriculum and by making certain that potentialities are realized through attempts to remove distractors from learning and through effective motivation. One cannot censure low-aptitude students if they are unable to absorb a curriculum set up for high-aptitude students. Personnel procedures should be used to divert these low-aptitude students to special curriculums pitched to their potentialities of learning.²⁴

It must be pointed out, however, that selection of students for enrollment in school or college will not, per se, obviate the need for counseling and for other techniques of individualization of mass education. If students are selected on the basis of a test of scholastic aptitudes, there still exists a tremendous range of

²⁴ Such a program for an arts college has been described and evaluated by Johnston, *op. cit.*

William S. Learned and Ben D. Wood, *The Student and His Knowledge*. New York: Carnegie Foundation for the Advancement of Teaching, 1938, Bulletin 29.

See also Archibald MacIntosh's report of a survey of 276 colleges with respect to this and other educational problems. *Op. cit.*

Ben Wood and Ralph Haefner, *Measuring and Guiding Individual Growth*. New York: Silver Burdett Company, 1948.

interests, motives, emotions, cultural background, and other factors which determine academic success. *It is impossible to secure an absolutely homogeneous class of students.* Selection may reduce the range of individual differences, but teachers must still deal with individuality by means of counseling and individualized teaching techniques. High-aptitude students need counseling as much as do those with low aptitude, although for different reasons and with different problems. For this reason, a school or college is not justified in enforcing uniform curricular requirements with regard to *general education*. Minimum requirements may be enforced, but not uniform requirements, since each student achieves scholastic success by means of the growth of his own individuality and not by imitative growth according to an inflexible standard. A multiplicity of curricular resources and a flexibility in teaching techniques (not merely lectures or tutorial conferences), as well as adequate personnel services, are necessary conditions for effective education. There is no one technique in education which will be effective for all students or for all types of student problems.

Student personnel work meets the educational problems arising from varying ability and diversity of interests among students. It is not, as some subject-centered persons contend, a concession to the lack of ability of students. It is rather the necessary concomitant of an education devoted to learning to live as a "whole."

In realizing educational objectives, it has sometimes been assumed that personnel workers want to usurp the prerogative of the faculty to determine what is to be taught and which students shall pass. As a matter of fact, the personnel worker wants no educational authority except to provide technical assistance so as to realize the optimum adjustment between the student and his educational responsibilities. The personnel worker believes that he has available certain techniques which will make possible the realization of desirable educational objectives. Likewise, the personnel worker wants to assist the student to achieve educational goals which are commensurate with his potentialities. If the student gets into the wrong course and fails, then there has been a mistake somewhere; surely one cannot blame the student if he has made a poor selection, since he himself does not know enough about his own abilities and about the abilities required

by the faculty in their courses, to say beforehand whether he has the proper requisites.²⁵

At times, the personnel worker will differ with the faculty as to the methods and procedures for realizing the faculty's goals and as to which individuals have the abilities to attain those goals. In such cases, the solution is found by experimentation and tryout. The faculty is not infallible; neither is the personnel worker. But the scientific method has yielded results in other fields, and the personnel worker is gambling that it will yield results in aiding students in the educational system and in minimizing waste of human resources.

It was not until the trend toward individualization of education became articulate that we saw what is the function of personnel work in education. If we accept the thesis that education can be effective only when students choose those types of education which are consonant with their educability and interests, then the possible integration becomes apparent. Personnel procedures, then, are one type of technique for the adjustment of educational resources to the possibilities, aptitudes, and interests of the student.

NECESSARY SCHOLASTIC STANDARDS

The problem of what to do with personnel procedures and tests developed in the past few decades has puzzled not only college administrators and teachers but personnel workers as well.

²⁵ Personnel workers do not assume that guidance can "save"—educationally and vocationally—every student from maladjustment and failure, or that no student can succeed, or choose vocational and educational goals, without guidance. It would be fully as irrational to assume such an attitude as it would be for a doctor to hazard the claim that he can cure all patients or prevent all diseases and ailments by medication, by surgery, or by preventive health examinations. It is contended, however, that the cost of student mortality and maladjustment is so serious, and so detrimental to effective educational measures, that every student would do well to *make more certain* of his future by seeking assistance. Even though counseling is less than perfect in its diagnosis and prognosis—much as is the medical profession—yet it is more frequently correct than the irrational hopes, the blindness to limitations in educability, and the aimless treading in the footsteps of some successful and idealized adult which we often meet in the dreams of uncritical youth.

McConn's statement of the integration and coordination of these procedures indicates a solution to the problem of academic standards: ²⁶

As has already been emphasized, Standards—meaning bookish standards and high bookish standards—are fine for those for whom they are fine; for boys and girls and young men and women possessing a superior degree of scholastic or bookish ability. Our grievous error in this matter of Standards was merely that we conceived of a single standard uniformly applicable to the whole school population.

Plainly, then, what we need is *more* standards: many highly differentiated and carefully graded standards, adapted to as many kinds of capacity and as many levels of attainment as we can identify in the children actually in our schools. Each of the new differentiated standards would naturally—like our present Standards—carry its appropriate prescription or indication of subject matter or kind and method of instruction and its own norms of excellence. All should be given equal sanction, and to each should be accorded its appropriate prestige. Thus, and thus only, shall we succeed in bringing to all children those benefits—first rate facilities and feasible goals and successful and happy attainment—which our old Uniform Standards sought to bring to all but have actually brought only to one limited group, namely, those who are in some degree bookishly superior. . . .

In short, under a differentiated educational system, adapted to all classifiable kinds and degrees of individual differences, the old major role of examinations—the maintenance of standards—will remain, but will become minor. The emergent major role of examining is clearly *guidance*; in which process we shall employ both achievement tests and all those other, new kind of tests (of general intelligence, special aptitude, interest, and personality) for which . . . we have been unable so far to find any very clear use in schools. We can see now that the reason we have been unable to make much use of these other tests is that even when we have their results and recognize those results as valid in the individual case we can seldom, under our present rigid system, do anything about them, so far at least as school programs are concerned.

McConn properly makes several qualifications of the principle laid down in the foregoing. In bar, medical, or other professional examinations where the one-standard tests bring a large percentage of failures, he does not argue for the abolition of such

²⁶ Max McConn, "Examinations Old and New; Their Uses and Abuses." *Educational Record*, Vol. XVI, pp. 384-385, October, 1935.

standards or the passing of those who fail. Rather, he suggests that:²⁷

. . . the incompetence of nearly all the failures should have been discovered long before they reached the professional examination and the candidates steered into other fields—not encouraged or permitted to waste their time and money in prolonged preparation for such a final defeat. The unsuccessful candidate in a bar examination, for example, has commonly had nineteen years of general and special schooling. What blank ignorance of our pupils or bland unconcern with their purposes and welfare is revealed by the fact that through nearly two decades nobody noticed that he lacked the capabilities to make a lawyer, or, having noted this circumstance, concerned himself with it!

The foregoing justification of professional examinations applies also to examinations for promotions and graduation in professional schools since it is necessary in the interest of the public to select only the most competent individuals. Of course, we must admit that the endowed colleges and private secondary and elementary schools have the right to choose their clientele and to limit their facilities to the use of the “bookishly superior” only, if they so desire.

However, it is evident that these privately managed and maintained institutions should be certain that their selective standards-maintaining procedures have the highest possible reliability for individual prognosis. At present the reliability of these procedures used even in many privately endowed colleges is deplorably low. Only about one-half of those who enter in any September will be graduated four years later.²⁸ This clearly shows—even if we make all possible allowance for discontinuance because of ill-health, financial difficulties, etc., that many students are admitted without reliable evidence of their ability to do the required work and, furthermore, that some are unfairly ejected, whereas measurements more reliable than instructors' marks would have permitted them to remain.

Obligation of Public Institutions. Although private schools may have a right to set up arbitrary standards, the situation is quite different in the case of all those institutions of learning

²⁷ *Ibid.*, p. 386.

²⁸ MacIntosh, *op. cit.*

which are maintained and administered under state control for the benefit of the general public. Obviously, an institution cannot fulfill its obligation to the general public when it provides for only one type of individual and denies its benefits to those who do not meet the requirements of an arbitrary uniform standard. Democratic education must be measured rather by the adequacy with which it serves the multiplicity of students' abilities. How can education for citizenship in a democracy be acquired by students who are failed, demoted, or ejected as a result of arbitrary one-standard examinations? Democratic education must therefore be *multiform*, not *uniform* and its effectiveness must be measured by examinations to see how well it fits the students, not the students measured to see how well they fit a rigid pattern.

The tax-supported state universities and colleges are included in the category of public education, and these institutions find themselves in a dilemma with regard to standards. Either by the operation of law, or by public opinion, they are prone to admit more students from the lower ranks of scholarship in public schools than do private colleges. Yet many university administrations and faculties still cling to the established standards, regardless of the varying kinds and degrees of ability represented in the army of graduates that annually come from the high schools to knock for admission at the door of the university.²⁹ The course usually pursued to solve the dilemma is to admit most of those who apply, but to effect elimination of students by maintaining standards which the "noncollege material" cannot meet.

The Professors' Dilemma. This dilemma plagues only those administrators who feel bound to imitate the endowed schools which set up standards to suit the particular purposes of the endower and are not obligated to serve the general public. It is taken for granted that a tax-supported university shall offer training for the "bookishly superior" and that it shall maintain such standards in its professional schools as will guarantee competent professional services to society. The strange thing is that it is not taken for granted equally that, since the institution is supported by all the citizens, it should offer such training as may be absorbed with profit by a wider range of talents. In fact, a public tax-supported school which trains only a few of those who desire

²⁹ Johnston, *op. cit.*

MacIntosh, *op. cit.*

its facilities lays itself open to the accusation of getting money under false pretenses.

Reports of comprehensive developments of curriculums and instructional techniques adapted to other than the "bookish" students are found in the following:

Ruth E. Eckert, *Outcomes of General Education: An Appraisal of the General College Program*. Minneapolis: University of Minnesota Press, 1943.

Committee on Educational Research, University of Minnesota, *The Effective General College Curriculum as Revealed by Examinations*. Minneapolis: University of Minnesota Press, 1937.

Ivor Spafford *et al.*, *Building a Curriculum for General Education: A Description of the General College Program*. Minneapolis: University of Minnesota Press.

Cornelia T. Williams, *These We Teach: A Study of General College Students*. Minneapolis: University of Minnesota Press.

To continue with the professors' dilemma, personnel workers maintain that public educational institutions do not fulfill their obligation by admitting and then ejecting students. One cause of this conflict between personnel work and administrators lies in the fact that the training of other than students with bookish talents often does not fit into the faculty's conception of the function of a college. Moreover, the faculty frequently conceives its function primarily to be research and the teaching of subjects on the assumption that all students want to take advanced work in the teacher's specialty. Those students who are not capable or do not want to become research specialists, or learners of the higher intellectual things, are failed, sometimes with the callous advice to turn to plowing, fishing, or selling. There is no place for such persons in the intellectual aristocracy.

Personnel Work and Standards. It must be emphasized at this point that personnel workers do not seek to lower academic standards. Every personnel worker knows that society must be protected from incompetent workers in every occupation and especially in the professions. Personnel workers want to contribute to the selection of only the ablest for each occupation—but not merely by flunking the unfit. Counseling *before* the selection of courses of study is the method proposed. Let the standards be set for each curriculum, and personnel work will function to help maintain that standard by guiding able pupils into it. But let

the standards be determined not solely by vote of faculty members uninformed as to the level of ability required; rather let the content of the curriculum be consonant with the materials needed by students once they are at work in occupations. The curriculum should not be geared solely to the ability and needs of those capable students who do seek professional training or graduate work for the Ph.D. There should be some place in the curriculum for those capable students who want four years of cultural courses but who are now forced to register in preprofessional or pregraduate courses. The academic standards should be high, but in keeping with the recognition that colleges function to do more than prepare students for the graduate and professional schools.

SUMMARY

Following the conflicts of impersonalism versus personalism on the one hand, and mass versus individualized instruction on the other, student personnel work has recently emerged as a methodology for dealing with students individually in the context of institutional life. In a real sense this movement has aided in the resolving of the two conflicts described in the preceding chapter. How to find and aid the *individual* student without isolating him from his fellow students—that is the point of view and task of student personnel workers.

In this chapter, for purposes of illustrating the nature of personnel work, certain aspects of personnel work were applied to an analysis of educational practices and programs. Special attention was given to the usefulness of student personnel techniques in increasing the effectiveness of classroom instruction through more careful selection and sectioning of students. Attention was also given to the ways in which counseling and other personnel services could be profitably used to reduce and prevent scholastic mortality and failures.

Chapter 5. AN OUTLINE OF CLINICAL COUNSELING

The work of clinical counselors has been divided into six steps: ¹ analysis, synthesis, diagnosis, prognosis, counseling (treatment), and follow-up. *Analysis* refers to the collection from a variety of sources of data which provide for an adequate understanding of the student. *Synthesis* refers to the summarizing and organizing of the data from analysis in such a manner as to reveal the student's assets, liabilities, adjustments, and maladjustments. A case history or cumulative record form may be used to summarize the mass of data about the student's life, and test scores are summarized on a profile or psychograph. *Diagnosis* refers to the end result of diagnosing; it is the clinician's conclusions concerning the characteristics and causes of the problems exhibited by the student. *Prognosis* refers to the clinician's statement, or prediction, of the future development of the student's problem, *i.e.*, whether he will readjust or what will be the probable outcome of a choice of a particular course of study. It is a statement of the implications and probable future development of the student's adjustments. *Counseling* refers to the steps taken by the student and by the counselor to bring about adjustment and readjustment. The final step in clinical work, *follow-up*, includes what the clinician does to assist the student with new problems, with recurrences of the original problems, and what is done to determine the effectiveness of counseling.

Clinical counseling as embraced in the above steps differs from other types of counseling in certain essential respects. It differs from group guidance classes in the obvious features of its individualization. But its differences from "advising" are more

¹ E. G. Williamson and J. G. Darley, *Student Personnel Work, An Outline of Clinical Procedures*. New York: McGraw-Hill Book Company, Inc., 1937, Chap. 6, pp. 168-183.

subtle since they have to do with the thoroughness, depth, and validity of understanding of the student and with the subtleties and greater effectiveness of relationship therapy and other treatment techniques. In general, clinical counseling differs from traditional counseling in these respects: ²

(a) The more exhaustive data including those collected in the interview, by means of tests, by anecdotal reports from teachers, and by case-work methods; (b) the more critical review of these data regardless of their source—test scores are not accepted any less critically than are opinions and observations of students, teachers, and parents; (c) the attempts to encompass all data as opposed to overemphasis upon an unfavorable behavior incident or a high test score—negative halos are balanced against positive halos; and (d) the diagnosing or “teasing out” from relevant and irrelevant data of an interpretation which will be more valid, meaningful, and complete.

These characteristics of clinical counseling should be stressed to offset the prevalent practice of merely collecting data through interviews and tests with the naïve expectation that such data will interpret themselves. So much attention has been devoted to the analytical procedure of collecting data that stress must be placed upon the other steps. It is in respect to the interpretation of data that clinical counseling differs most from ordinary counseling.³

A Flexible Sequence. In actual clinical practice, these steps do not necessarily follow in sequence; moreover, the counselor proceeds at a different pace for each problem exhibited by the student. He may be counseling a student's emotional problem at the same time that he is diagnosing a vocational problem. In other cases, a vocational problem may “clear up” through the counseling of an associated emotional problem. Obviously, the clinician uses a flexible procedure rather than adhering rigidly to a sequence of procedures. Every student must be dealt with in that way which produces the optimum results. The clinician has so immersed himself, through experience, in the techniques of his art that he uses them as resources in terms of the way the case “breaks.”

We usually think of counseling as a *process*, for example, with respect to the choosing of an occupation which supposedly begins

² E. G. Williamson, “The Clinical Method of Guidance.” *Review of Educational Research*, April, 1939, pp. 214–217.

³ *Ibid.*, p. 215.

at the time of junior high school and is thought to end at the time of the completion of the training and the securing of the first job. Such a rigid sequence is not found in real cases. Counseling, in a sense, seems to be recapitulated, repeated, reversed, and otherwise reordered in new forms and with various stages of completeness with respect to the six steps, and on many occasions, from the beginning of junior high school until the individual is well advanced into maturity. And sometimes, even at the time of retirement from a position at age 60 or 65, vocational guidance is needed again in a modified or even a completely new form. Thus it is that counseling is a process, and as is true of all processes, it frequently reverses itself and reorders itself. To emphasize this point we shall discuss these possible new groupings of the steps of *diagnosis* and *counseling* and introduce the noncounseling function of *training*. We do this to illustrate the many possible reorderings and regroupings of these functions, using *vocational guidance* as our example in this discussion.

In discussing the interrelatedness of diagnosis, counseling, and training in vocational guidance, we shall identify six types or examples of interrelations. The first of these is the *incompleteness of any single part of the total process*. In our discussion of diagnosis, for example, we speak of it as though it were isolated and completely separated from the subsequent step of training. In like manner, we seem to imply that training is a process that proceeds in one direction of continuous progress from the initial to the final stages. Such is not true, and our discussion should not mask the incompleteness of any single isolated part in this whole process.

Second, the schematic sequence of diagnosis, counseling, and training belies the actual conditions in which the sequence may be reversed or may appear in some other order. Instead of 1-2-3, it may be 3-2-1 or 2-1-3 or 1-3-2, whichever sequence is appropriate to the individual, his adjustment, and his understanding of adjustment, *at the time of counseling*. We referred above to an individual who has completed his formal training and his formal work experience and is ready for occupational retirement. Usually such a person does not wish to retire to a state of complete inactivity with the assumption that he has completed his life adjustment process. Rather does he desire a reappraisal of his

potentialities for new adjustment following retirement. This means then that, instead of completing the counseling process with step 3, the 1-2-3 sequence begins all over again, but in a greatly modified form due to advanced age, full maturity of experiences, desire for a change, and similar new factors which were not present when the original diagnosis was made years previously.

This leads us to our third characteristic of the process of counseling, namely, the necessity of repeating the diagnosis, counseling and training at different stages of the individual's adjustment and maturity; and, indeed, the sequence may be repeated several times during the individual's initial training program. For example, a student may have been diagnosed and counseled and then begun to acquire training in mechanical engineering courses, only to discover that the original diagnosis was not adequate or accurate; that he had been miscounseled or, at least, that he had not accepted the counseling; and that he must start all over again, even though he had already gone through the 1-2-3 sequence.

Fourth, the recapitulation of the 1-2-3 sequence in subsequent periods of the client's life may be caused by new factors such as new physical or psychological disabilities, economic dislocations, changes of basic interests, changes of family relationships and requirements, or similar factors. Not infrequently, for example, the counselor finds that an individual who has completed training, or at least has completed the initial stages of training, must set aside an accurate and valid diagnosis of aptitudes and interests because of the disabilities resulting from an automobile accident.

This leads to our fifth characteristic of the process of counseling with respect to the interdependence of the three steps for the purpose of establishing the validity of each. The diagnosis of aptitudes and interests is always tentative until after the individual has proceeded through subsequent experiences of training and other phases of adjustment to determine whether the original diagnosis and prognosis were sufficiently accurate to be satisfying to the individual. In this sense all steps are *tentative formulations* subject to the validity test of the individual's own experiences; *i.e.*, ultimately the validity of all diagnosis is to be found in the individual's subsequent experiences.

The sixth aspect of the interrelations is the future reference

associated with diagnosis and counseling. The fundamental purpose of diagnosis and counseling in junior high schools is *not* to complete the case record with a definite vocational and personal objective formulated by the individual and accepted by him at the verbal level of behavior. The purpose is rather to see that the individual perceives the interrelationships of all these methods and processes as *the initial steps in a lifetime sequence of readjustments and new adjustments*. This means that the individual must learn how he may weigh his varied subsequent experiences in testing them against his original understanding of himself.

These six aspects of the interrelations of diagnosis, counseling, and training in vocational guidance illustrate some of the many ways in which our six steps in clinical counseling may occur, in actual practice, in various combinations and sequences. Other illustrations of this principle of flexibility in counseling will appear in our discussions of other types of problems.

THE ROLES OF COUNSELOR AND COUNSELEE

As Bordin has indicated,⁴ one of the current issues in counseling concerns the part to be played by client and by counselor in the interview. Our conception of clinical counseling will be explained further by a discussion of this topic. That each has an important role to play is self-evident. But it is not universally agreed as to the nature of the different role of each. The nondirectivists have strictly defined the counselor's role in such terms as "acceptance" and "reflection of attitudes." To sharpen the perception of their concept of the role of the counselor, they have used the following terms to define what the nondirective counselor is *not*: "interpretive," "suggestive," "reasoning," "persuasive," "probing," "passing judgment," and similar words.

The nondirectivists further define the counselor's role negatively by stating that the counselor must feel a deep respect for the client's individuality and for his capacity to solve his own adjustment problems and allow him to organize his efforts in the

⁴ E. S. Bordin, "Counseling Points of View—Non-directive and Others." E. G. Williamson, editor, *Trends in Student Personnel Work*. Minneapolis: University of Minnesota Press, 1949.

sympathetic and permissive atmosphere of a nondirective counseling interview. The role of the counselor, therefore, involves:

1. Feeling warm and sympathetic respect for the client
2. Defining the counseling relationship in terms so that the client will really come to believe that he can come or go as he chooses and can express *any* attitudes he wishes, positive or negative, toward himself or toward the counselor or others
3. Reflecting and clarifying for the client his own attitudes toward himself as long as he wishes to use the counselor for such clarifying reflections of his own ego attitudes

The reader will perceive at once that the roles, as here oversimply defined, classify nondirective counseling as one of the *therapeutic* types of counseling as contrasted with other counseling techniques used in vocational guidance, educational guidance, and other types of counseling. Therapy refers to the "treatment," "curing," "alleviation," "remediation," or "curative care" of some nonnormal condition. Since the days of Janet, Charcot, Freud, and their myriad followers, many methods and techniques have been proposed and used to "cure" nonnormal and pathological emotional disturbances. Appel reviews many of these methods of treatment, and the reader would do well to reorient himself in this development of *psychotherapeutic* techniques and methods.⁵ All these techniques and methods have sought to aid the "sick" individual to "unify" and "integrate" his conflicting or diffused and confused attitudes and valuations of himself and others. The methods have also sought to help the client to *perceive* what it is that is "blocking" his adjustments and to get "insight" into the underlying emotional "causes" of his difficulties.

*Few of the methods have sought to aid the counselor to diagnose or understand the causes of the client's difficulties.*⁶ The measure of the therapy was not the counselor's diagnostic accuracy of understanding of causes, but rather it was the client's insight into his own condition and its causes. It was assumed, with a wealth of supporting clinical experience, that such insight

⁵ Kenneth E. Appel, "Psychiatric Therapy." J. McV. Hunt, editor, *Personality and the Behavior Disorders*. New York: The Ronald Press Company, 1944, Chap. 34.

⁶ William U. Snyder, "The Present Status of Psychotherapeutic Counseling." *Psychological Bulletin*, Vol. XLIV, p. 337, July, 1947.

on the part of the client would serve to integrate his conflicting self-roles and thus to "cure" or alleviate his emotional condition.

Thus we see that the counselor's role in therapy of all types, not just the nondirective, was that of a catalytic agent directed to set and maintain the stage or conditions necessary for the counselee to achieve insight and, it was assumed, therefore, control of himself. Necessarily, in this type of counseling the *artistry* of the counselor in setting conditions of "warmth" and "permissiveness" are most important conditions for effective curative therapy. It is of little importance, so it is contended, that the counselor shall perceive and understand the client's condition; he needs only to set up a friendly universe which will encourage the client to "accept" himself as he hitherto has been unable to do. *Once this has been accomplished, the counselor has no more functions or roles to perform.*

Now there is a second general type of counseling which begins with a different starting point and develops a quite different methodology. We refer to our previously outlined six steps derived from a clinical methodology of a more *scientific* rather than *curative* type of counseling. Essentially, we are beginning to see that the two systems are designed to be appropriate and effective with different types of problems. But in some respects they are in basic conflict as are all systems of thought which set over against each other the concepts derived from *scientific experiment* and measurement in contrast with those concepts and generalizations which evolve from the artistry of *curative practice* with individual cases of pathology. But this latter type of conflict is not our present topic of review and we return, therefore, to the contrasting roles of counselor and client in the noncurative types of counseling.

In each system, both counselor and counselee play most important roles, but roles which differ markedly. For example, the nondirectivists make much of the silent and passive role of the counselor as contrasted with the talking role of the client. It is assumed that silence and talk are causally related to effective therapy. In passing, it should be noted that for decades the psychoanalysts have assigned a more active talking role to the analyst, as have also other types of therapists.⁷ But in nondirec-

⁷ William A. Hunt, "Diagnosis and Non-directive Therapy." *Journal of Clinical Psychology*, Vol. IV, pp. 232-236, July, 1948.

tivism such is not the case. On this point, Carnes and Robinson concluded from their important experiment that: "It is evident that the person feeling primary responsibility for directing the course of the interview tends to talk the most."⁸ The authors also make the following important generalization:⁹

These results for directive and non-directive counselors show that the amount of client talk is related to insight, and that clients of non-directive counselors talked the most. But the results also show that it is the relative amount of talk for a given counseling system, and not the absolute amount of talk that is related. The best probable interpretation of these results is that the system of counseling tends to set limits to the amount of counselee talk, and within these limits counseling situations giving rise to insight lead to more talking. It is not clear that trying to get more counselee talk will necessarily lead to more insight. . . . Insofar as the amount of talk is a symptom of outcomes, it may be welcomed as a sign of effective work by the counselor. Insofar as increased amount of talk may aid in clarifying problems, the counselor may build his conference to obtain it.

It is readily evident that more carefully planned experiments of the above type are needed to determine the true nature of the desirable roles of both counselor and client in the interview. It seems likely that the desirable role of each participant is determined, not by a priori dogma, but rather by such variable factors as amount and types of ego involvement, nature of the problem, disability versus repressions, the personalities of client and counselor.

It does not seem likely that a single system of roles and techniques will suffice for all problems and all clients. Neither will it suffice to ignore some types of problems, exclude them from the field of counseling by *obiter dicta* and proceed to identify the whole field of counseling with psychotherapy. A more inclusive study of varying types of counseling roles and techniques would seem to be needed if we are to accomplish our mission—the development of a comprehensive program of individualized and personalized aids and assistances to growing youths—an objective we outlined in Chaps. 1 and 2 of this book.

⁸ Earl F. Carnes and Francis P. Robinson, "The Role of Client Talk in the Counseling Interview." *Educational and Psychological Measurement*, Vol. VIII, p. 639, 1948.

⁹ *Ibid.*, pp. 641-643.

A few paragraphs above, we indicated that there was a second approach to a definition of the roles of counselor and counselee. That was a noncurative approach which stems from the application of the methods of science, experimental, statistical, and conceptualizational, to the process of human adjustments.

This second approach begins with the Greek concept of discerning or distinguishing, as contrasted with the (also Greek) approach of therapy or the curative treatment of disease. We have discussed the therapy approach to counseling and now we turn to the "knowing" or "distinguishing" approach. This "scientific" approach to counseling assigns to both counselor and counselee the role of a learner, a role of collecting, sifting, evaluating, and classifying relevant facts to arrive at a description (or an approximate description) which will provide *both* with "insight" or perception of the nature and circumstances of the condition concerning which the client needs counseling.

We now add to the "diagnostic" approach Dewey's concept of "interest and effort," in which the client takes full responsibility for participating in *learning about himself* with the counselor performing the secondary role of a "teaching assistant" who aids in the learning process of the client-pupil. In such an approach to counseling, the roles of client and counselor become integrated in a single teamwork role with a major (client) and a minor (counselor) participant. Within this concept of counselor, we can stress the long-time *developmental*, as contrasted with the present-emergency curative-therapeutic emphasis in counseling. That is, the client's developmental background, foreground, and possible future trends can be perceived by himself as a complex learning process with the expectation that through counseling, he will learn some of the ways of self-determination and self-control of the future trends of his development. Such is the meaning of self-control in counseling.

In this second approach to counseling we find a congenial place for all those sciences and educational practices which give student and counselor more accurate and more precise self-understanding.¹⁰ The application of such knowledge as is relevant to a particular client is involved in the self-learning type of insight.

¹⁰ F. C. Thorne, "The Clinical Method in Science." *American Psychologist*, Vol. II, pp. 159-166, 1947.

Thus we see that both counselor and counselee participate in the following roles:

- Definition of problem as presently understood with possible related causes
- Identification of associated ego involvement or self-attitudes
- Identification and acceptance of the integrated roles of counselor and client as a working team of learners
- Collection, refinement, and verification of relevant facts
- Interpretation (diagnosis-distinguishing) of the relevant facts and their implications
- Learning new ways of adjustment by the client with the encouragement and teaching coaching of the counselor

A final note should be sounded regarding our second approach to the task of defining the roles of counselor and counselee. In the task of understanding human behavior, the contribution of scientific experiments is a very impressive one with its verified facts and its derived and supported concepts. But one must also recognize that the contributions to knowledge of man which come from the healing experiences of therapy are also impressive, even though the explanatory concepts are allegorical and not clothed in mathematical symbols. But we are today, in America, so culture-conditioned by German-English university scientists in general, and by the canons of experimental science in particular, that the impersonal and nonsubjective methods often appeal more to our biases.¹¹ The impressionistic and personal observations derived from the curative arts contain truth that is plainly verified in daily nonlaboratory living. But often we cannot separate the kernels of grain from the chaff, as Sears has so cogently shown in his attempt to subject the concepts of psychoanalysis to the test of scientific hypotheses.¹² Nevertheless, throughout our discussion of counseling we shall draw upon the facts of experiment as well as the "hunches" of clinical practice to describe our

¹¹ The counselor would gain valuable insight into his own psychology and thereby improve his effectiveness in diagnosis if he would read, frequently, Myrdal's analysis of the effects of the experimenter's own biases in social science research. See Gunnar Myrdal, *American Dilemma*. Appendix 2, "A Methodological Note on Facts and Valuations in Social Science." New York: Harper & Brothers, 1944.

¹² Robert R. Sears, *Survey of Objective Studies of Psychoanalytic Concepts*. New York: Social Science Research Council Committee on Social Adjustment, 1943, Bulletin 51.

conception of *counseling as a broadly conceived, life-adjustment type of teacher-student learning experience.*

Another important aspect of clinical counseling needs to be discussed at this point. And that is the method used to evaluate such counseling in terms of the effects it produces in the lives of students. We turn now to a review of the *experimental* studies of evaluation of clinical counseling.

EXPERIMENTAL STUDIES IN THE EVALUATION OF COUNSELING

How does one know when and whether counseling makes a significant difference in the adjustments and behavior of those counseled? Can one rely upon the verbal expressions of either appreciation or resistance of counselees? Do the effects of counseling reveal themselves in observable behavior? What is a sound design of experiment in the field of evaluation applicable to counseling? These and other questions plague the conscientious counselor who sincerely wishes to find scientifically sound answers. Favorable answers are, of course, to be readily had from carefully selected individual cases, but experimental evaluation must be made more rigorously. A review of the slowly growing number of scientific studies of the outcomes of counseling will provide an underpinning for our discussions of its objectives and techniques.¹³

The problem of design of experiment has received some systematic analysis¹⁴ with respect to educational and vocational counseling. The methods of clients' reported evaluations, paired control groups, and pre- and postcounseling comparisons were critically analyzed with respect to the following criteria: students' feelings of improvement of adjustments; independent judgments of adjustments subsequent to counseling; improvements in college grades following counseling; and satisfactory adjustments to jobs following counseling. All these criteria and experimental meth-

¹³ Froehlich has prepared a summary of some of the studies of evaluation in counseling. See Clifford P. Froehlich, *Evaluating Guidance Procedures*. Washington, D.C.: Federal Security Agency, Office of Education, Misc. 3310, January, 1949.

¹⁴ E. G. Williamson and E. S. Bordin, "The Evaluation of Vocational and Educational Counseling: A Critique of Methodology of Experiments." *Educational and Psychological Measurement*, Vol. I, pp. 5-24, 1941.

ods were shown to have certain experimental weaknesses, but taken as a whole, they should serve as the best approximation to valid evaluation that is now available. A review of studies utilizing these and other methods will indicate the extent to which counseling has been established as a valid methodology for achieving certain specified outcomes and results.

But first we need to get our bearings as to what it is we are looking for in the way of criteria of effectiveness in counseling. In a significant statement of "Prediction of Future Occupational Satisfaction," E. K. Strong, Jr., has discussed the possible criteria of evaluation of a guidance test as well as vocational counseling.¹⁵ He believes that all criteria can be classified under two headings: success and satisfaction, which are, of course, interrelated. He goes on to make his significant observation regarding the relatedness and timeliness of criteria of occupational adjustment:¹⁶

Just as we have abandoned the notion that somewhere in life there is a perfect job for everyone, so must we abandon the notion that there is a single criterion throughout life for counseling. Instead we should say that if a man is satisfied and happy for a time, then counseling that has helped put him in that situation is good counseling. Later he will need further counseling, and again the measure of the counseling is how satisfied and happy he is for the next period in his life. Our answer to the question raised above is that if the counseling indicated "machinist" and he became a satisfied man in that work, the counseling was good. If later he chooses to become something else, the fact does not nullify the value of the original counseling unless that change makes clear that the earlier decision was wrong and it now must be rectified. Actually, counseling students in terms of their ultimate jobs would be fruitless in most cases. . . .

Counseling has then a twofold criterion—first, to map out the general direction the man should go and, second, to route him over the first part of the journey. But as there are many routes to the same distant goal the counselor should balance the more direct routes against the more satisfying routes for that counselee.

Job Adjustment as a Criterion. The earliest evaluation studies were made in Great Britain on young boys, about 14 years of

¹⁵ E. K. Strong, Jr., *Vocational Interests of Men and Women*. Stanford University, Calif.: Stanford University Press, 1943, Chap. 16, pp. 381-411.

¹⁶ *Ibid.*, pp. 383-384.

age, who entered employment subsequent to testing and counseling. The experiments of this type continue to show consistently favorable results, in the form of better job adjustments, for those individuals who followed the counselor's occupational advice. Stott¹⁷ described the methodology of this type of design which involves use of these criteria: (1) number of jobs held following counseling; (2) length of time employed on each job; (3) reasons for discontinuance of work on any of these jobs; (4) reports from employers on efficiency of the student; (5) reports from the student about his satisfaction with his work experiences.

Data were collected by interviews from two to four years after the original counseling. The data were analyzed in relation to the extent to which each student had followed the counselor's vocational advice. This design of control comparison has set a pattern of influence upon many other studies, some with older subjects, in Great Britain, Australia, and the United States.¹⁸ In

¹⁷ Mary B. Stott, "Criteria Used in England." *Occupations*, Vol. XIV, pp. 953-957, June, 1936.

¹⁸ Frank M. Earle, "The Psychological Examination, Its Place in Vocational Guidance." *Occupations*, Vol. XII, pp. 70-74, April, 1934.

Frank M. Earle *et al.*, *Methods of Choosing a Career*. London: Geo. G. Harrap & Co., Ltd., 1931.

"A First Follow-up of Scottish Vocationally Advised Cases." *Human Factor*, Vol. XI, pp. 27-31, January, 1937.

Frances Gaw, "A Study in Vocational Guidance." Report 33. London: Industrial Fatigue Research Board, 1926.

J. R. Jennings and M. B. Stott, "A Fourth Follow-up of Vocationally Advised Cases." *Human Factor*, Vol. X, pp. 165-174, May, 1936.

Angus Macrae, "A 'Follow-up' of Vocationally Advised Cases." *Journal of the National Institute of Industrial Psychology*, Vol. V, No. 5, pp. 242-247, January, 1931.

Angus Macrae, *Talents and Temperaments*. New York: Appleton-Century-Crofts, Inc., 1933.

C. A. Oakley and Angus Macrae, "The Technique of the Vocational Guidance Examination." *Handbook of Vocational Guidance*. London: University of London Press, 1937, Chap. 4, pp. 93-101.

T. A. Rodger, "A Follow-up of Vocationally Advised Cases." *Human Factor*, Vol. XI, pp. 16-26, January, 1937.

Emma Seipp, "A Study of One Hundred Clients of the Adjustment Service." (Adjustment Service Series, Report XI.) New York: American Association for Adult Education, 1935.

Marion R. Trabue and B. J. Dvorak, "A Study of the Needs of Adults for Further Training." *Bulletin of the Employment Stabilization Research*

all these studies, the results indicated a significantly better than average job adjustment for those counseled individuals who followed the occupational advice of the counselor.

Paterson reported a fifteen-year follow-up of the occupational adjustment of counseled adults which used a modified evaluation methodology.¹⁹ Even after such a long period of time, the occupational adjustment of those who followed the counselor's advice was significantly better than that of those individuals who ignored the counselor's suggestions.

Hunt and Smith varied the British experimental design significantly but utilized adjustment on the job as a criterion by means of which to judge the effectiveness of counseling.²⁰ In place of the control criterion of following or not following the counselor's occupational advice, the experimenters used an experimental group of students advised on the basis of aptitude tests, with a control group advised without test information. The experimenters found that children placed in a job on the basis of such information were more satisfied with their jobs and did better work as judged by their employers.

Stone reported the results of an experiment in which students received vocational guidance through personal counseling, through a class in occupational orientation, and in a combination of the two methods.²¹ The results were summarized as follows:

Institute. Minneapolis: University of Minnesota Press, 1934, Vol. III, No. 3.

Morris S. Viteles, "A Psychological Clinic for Vocational Guidance." *Vocational Guidance Magazine*, Vol. IV, pp. 78-79, November, 1925.

Morris S. Viteles, "Validating the Clinical Method in Vocational Guidance." *Psychological Clinic*, Vol. XVIII, pp. 69-77, May-June, 1929.

¹⁹ D. G. Paterson, "Developments in Vocational Guidance Techniques." E. G. Williamson, editor, *Trends in Student Personnel Work*. Minneapolis: University of Minnesota Press, 1949.

²⁰ E. P. Hunt and Payson Smith, "Scientific Vocational Guidance and Its Value to the Choice of Employment Work of a Local Education Authority." Report of Research. Birmingham, England: City of Birmingham Education Committee, 1944.

²¹ C. Harold Stone, "Evaluation Program in Vocational Orientation." *Studies in Higher Education*, Biennial Report of the Committee on Educational Research, 1938-1940, University of Minnesota, 1941, pp. 131-145. This report was reproduced in full in *Educational and Psychological Measurement*, Vol. VIII, pp. 161-181, 1948, under the title of "Are Vocational Orientation Courses Worth Their Salt?"

1. The course gave students more job information than was obtained through incidental reading.
2. The course did not bring about changes in the salary expectations of the students other than what results from a year's residence in the General College of the University.
3. Students in the experimental group tended to adjust their occupational goals to more appropriate levels than did students in the control group.
4. The Vocational Orientation course alone did not cause students to make more appropriate vocational choices.
5. Students enrolled in the course who were also given vocational counseling ²² "made the largest gain in proportion of optimal choices from the beginning to the end of the [school] year, whereas students enrolled in the vocational orientation course who did not receive counseling showed the greatest decrement in proportion of optimal choices from the beginning to the end of the year."
6. The vocational orientation courses alone did not serve to offset the tendency of uncounseled students to make a greater proportion of poor choices at the end of the year. However, when students in the vocational courses were counseled they showed a reduction in the proportion of poor choices at the end of the year.

Adjustment in College as a Criterion. Williamson and his associates, Darley and Bordin, adapted the British design of judgment of adequacy of job adjustment to students' adjustments in college.²³ The criterion involved independent appraisals of the vocational choice, personal satisfaction with adjustment, and scholarship grades received subsequent to counseling and in comparison with the same students' choice, satisfaction, and grades at the time of the initial counseling interview. The coefficient of correlation between the independent classification judgments of counselors who had *not* counseled any of these students was .82. As in the British experiments, students' adjust-

²² *Ibid.*, p. 145.

²³ Williamson and Darley, *op. cit.*

E. G. Williamson and E. S. Bordin, "A Statistical Evaluation of Clinical Counseling." *Educational and Psychological Measurement*, Vol. I, pp. 117-132, 1941.

E. G. Williamson and E. S. Bordin, "Evaluating Counseling by Means of a Control-Group Experiment." *School and Society*, Vol. LII, No. 1349, pp. 434-440, Nov. 2, 1940.

ments were analyzed in terms of whether they accepted and followed the occupational advice of the counselor. The results of these attempts to use the British design of experiment yielded significant results in improved adjustment in college, results similar to those achieved for adjustment in jobs. They may be summarized as follows:²⁴

The proportions of our groups who were classified as satisfactorily or partially adjusted (82.8 per cent of S.L.A. and 86.2 per cent of General College) compare favorably with those reported in English studies.

1. Cooperation with the counselor was positively related to adjustment and those students who cooperated reached their level of adjustment in a shorter period of time than those who did not.

2. Students experiencing educational and vocational problems were more successfully counseled than were those with dominant social-personal-emotional problems.

3. Contrary to belief, our data indicate no differences in adjustment among counseling cases classified as vocational choice confirmed, altered, or undecided at the first contact. But, if vocational choice is deferred by the counselor, the prognosis of adjustment is less favorable.

4. High school or previous college achievement is positively related to cooperation and adjustment. But level of ability, as measured by the aptitude test used in this experiment, is not related.

These conclusions may be interpreted as limitations either of the students involved or of this type of counseling. In the case of the type of problem, it is likely that a limitation of counseling is disclosed. Counseling that is educationally and vocationally oriented is not likely to deal so effectively with social-personal-emotional problems. On the other hand, it does not seem probable that any type of counseling or improvement in treatment techniques can do much for a student with a very low achievement background insofar as the types of adjustment involved in this evaluation experiment are concerned.

In another experiment, Williamson and Bordin added a significant missing feature to the British design of experiment, namely, a pair-matched *control group* of freshmen students who were *not* counseled.²⁵ In this second experiment, 81 per cent (see 82.8 and 86.2 per cent in the previous groups) of the *counseled* freshmen students were judged as having achieved, subse-

²⁴ Williamson and Bordin, "A Statistical Evaluation of Clinical Counseling," *op. cit.*, pp. 125, 130-131.

²⁵ Williamson and Bordin, "Evaluating Counseling by Means of a Control-Group Experiment," *op. cit.*, pp. 434-440.

quent to counseling, a "satisfactory" adjustment in college in three quarters of residence. On the other hand, 68 per cent of the control group achieved satisfactory adjustment in three quarters of residence, as judged by the same independent evaluators who studied the records of the experimental cases. The difference between these two percentages is statistically significant. Conversely, 27 per cent of the noncounseled control cases and 15 per cent of the counseled cases failed to achieve satisfactory adjustment. A point in interpretation should be noted:²⁶

In effect, our results may be interpreted as indicating that 68 per cent of freshmen of this college *who remain* in this college for three quarters without organized counseling do so with satisfactory adjustment. The results should *not* be interpreted as meaning that 68 per cent of those not counseled achieve satisfactory adjustment. To make this latter interpretation the controls should have been selected at random from the total freshman population at the time of matriculation in this college.

Additional studies of this type are needed involving a study of the adjustments of students who are not given systematic counseling by those staff members designated as counselors.

College Grades as a Criterion. Other evaluation studies of counseling have been made on the college level, using grades as a criterion of the effects of counseling. Williamson and Bordin found that 384 counseled freshmen made an average honor-point ratio of 1.18 (slightly above a C average grade) during the first quarter of residence, whereas the paired control students made an average ratio of 0.97. The F test of the difference, 8.84, was well beyond the 1 per cent level of significance.²⁷ Similar results were found when the first three quarters' combined honor-point ratios were compared. Blackwell found similar significant gains (1 per cent level of significance) for matched experimental and control groups of college students at the University of Texas.²⁸ But comparison of the grades of Blackwell's counseled students before and after counseling showed a smaller average gain in grades, significant at the 5 per cent level. Toven compared an

²⁶ *Ibid.*, p. 438.

²⁷ *Ibid.*, p. 438.

²⁸ Ernestine B. Blackwell, "An Evaluation of the Immediate Effectiveness of the Testing and Guidance Bureau of the University of Texas." *Journal of Educational Research*, Vol. XL, pp. 302-308, December, 1946.

experimental group of students counseled by "selected faculty advisers" with a control group not so advised.²⁹ A significantly larger percentage of the counseled students were graduated from college and earned a greater number of scholastic credits. Williamson reported a second study of the grades of counseled students compared with paired noncounseled students.³⁰ The counseled students earned, on the average, one-half of a letter grade higher standing than did the control students, a statistically significant difference. In another study using faculty advisers rather than trained counselors, Williamson found no significant difference in average grades for counseled and noncounseled students.³¹

Social Adjustment as a Criterion. Two studies, one exploratory, have employed as a criterion of counseling effectiveness evidence of social adjustment through participation in social and extracurricular activities. Aldrich counseled a number of women college students and studied changes in number of activities and changes in personality test scores following counseling directed to the student's participation in group activities and relationships.³² Hill analyzed the effects of activities counseling upon social adjustment as indicated by increased participation in social and extracurricular activities of college students.³³ Both Aldrich and Hill found some indications of a slight increase in activity participation following counseling, but the results were not statistically significant.

²⁹ Richard J. Toven, "Appraising a Counseling Program at the College Level." *Occupations*, Vol. XXIII, pp. 459-466, May, 1945.

³⁰ E. G. Williamson, "A Summary of Studies in the Evaluation of Guidance." *Report of the Fifteenth Annual Meeting of the American College Personnel Association*, pp. 73-77, 1938.

³¹ E. G. Williamson, "The Role of Faculty Counseling in Scholastic Motivation." *Journal of Applied Psychology*, Vol. XIX, No. 3, pp. 314-324, June, 1936.

³² Margaret Glockler Aldrich, "An Exploratory Study of Social Guidance at the College Level." *Educational and Psychological Measurement*, Vol. II, pp. 209-216, April, 1942. Aldrich has published a follow-up study of the activities and social adjustments of her original cases, eight years after her first study. See "A Follow-up Study of Social Guidance at the College Level." *Journal of Applied Psychology*, Vol. 33, pp. 258-264, June, 1949.

³³ Reuben Hill, "An Experimental Study of Social Adjustment." *American Sociological Review*, Vol. IX, pp. 481-494, October, 1944.

Students' Opinion Evaluation as a Criterion. In counseling circles, stress has always been placed upon the voluntary character of the counseling situation. A student is invited to seek counseling, and he is also encouraged to sever a counseling relationship if he desires. The basic reason for this emphasis upon voluntariness is found in the underlying assumption that more effective results will come from such a type of client-determined relationship. We have argued elsewhere that the validity of such an assumption *should not be strained* to cover the corollary that no form of counseling should be attempted except in a voluntary relationship and, if unwisely attempted, such counseling cannot be at all successful.³⁴ But at this point in our discussion, we shall set aside this point and turn to a discussion of the client's own evaluation of counseling as a criterion possessing some validity, *the amount and kind of validity not having yet been fully determined experimentally.*

The apparently simple, straightforward procedure of asking clients to evaluate the counseling they have received is not so simple as it seems to be. For one thing, the influence of the status of the questioner undoubtedly is considerable, although no experimental studies of this phenomenon have been reported. But borrowing from studies of suggestibility, we have reasonable grounds for supposing that the age-expert status of the counselor himself may serve as a deterrent to the client's frank and critical (though not necessarily unfavorable) evaluation of the services he has received at the hands of the individual who now asks him to evaluate those experiences. For this reason, it would seem to be sound experimental design for such client evaluations to be reported to some person not directly and obviously involved in the counseling process itself. But such an experimental precaution has not always been observed.

The number of published, systematic, and experimental studies of clients' reactions to counseling is not large. Paterson and Clark reported a questionnaire study in which:³⁵ ". . . a majority of the students expressed a belief that the conferences were 'quite helpful' and 'of great value.' . . . It is gratifying that only 10 per

³⁴ E. G. Williamson and J. D. Foley, *Counseling and Discipline*. New York: McGraw-Hill Book Company, Inc., 1949.

³⁵ Donald G. Paterson and Kenneth E. Clark, "Students' Judgments of Counseling." *The Journal of Higher Education*, pp. 140-142, March, 1943.

cent reported that they found the conferences of 'little or no value' . . . that they would urge a brother or sister to consult a faculty counselor."

The number of students filling out questionnaires in the three years of the study were: 1939-1940, 122; 1940-1941, 141; 1941-1942, 875. In the third year, the counseling program was reorganized and many new faculty members were brought into the counseling project. This extension of the program produced no significant change in the students' responses.

Glazer and England reported a study of the evaluative responses of 144 veterans counseled at the Wayne University Guidance Center at some time during the period 1945 to 1947. Of the veterans filling out questionnaires, 88.2 per cent "expressed either full or partial satisfaction with the decisions reached" during counseling.³⁶

In a national sampling of veterans enrolled in colleges and universities, Strom found only one-third who reported that they felt they had "received adequate vocational guidance from any official source at the school in which you are now enrolled."³⁷ In this study, 2,150 veterans were selected for personal interviews. The sampling was constructed with respect to type and geographical location of the college; class and college (or curriculum) of the veteran's enrollment and other factors.

Lipkin found that thirty-five of thirty-seven veterans counseled by means of nondirective methods reported they had been helped by such counseling, that is, by the processes of nondirective "acceptance" and "meaningful, sensitive reflection of emotionally charged attitudes expressed by the client."³⁸

Stone and Simos reported a study of adult clients' evaluation of counseling of the vocational guidance type.³⁹ In one group,

³⁶ Stanford H. Glazer and Arthur O. England, "How Veterans Feel about Vocational Advisement." To be published in *Journal of Educational and Psychological Measurement*. Accepted for publication, 1949.

³⁷ Ralph Strom, "Study of Disabled Veterans in Colleges and Universities." Washington, D.C.: American Council on Education, Mar. 26, 1948, Bulletin 3.

³⁸ Stanley Lipkin, "The Client Evaluates Non-directive Psychotherapy." *Journal of Consulting Psychology*, Vol. XII, pp. 137-146, May-June, 1948.

³⁹ C. Harold Stone and Irving Simos, "A Follow-up Study of Personal Counseling Versus Counseling by Letter." *Journal of Applied Psychology*, Vol. XXXII, pp. 408-414, August, 1948.

214 clients were informed of the results and implications of the testing through personal counseling interviews. Another group of 201 clients received "counseling letters" which analyzed and interpreted the results of the counseling. Approximately six months after the testing and counseling, a follow-up questionnaire was sent to both groups. The results indicated that 67 per cent of those given personal counseling interviews felt that the interview helped them "in talking to employers." On the other hand, 43 per cent of those receiving interpretation letters (and no personal interview) felt that the written report helped them "when talking to employers."

Continuance in Training as a Criterion. Under certain circumstances, the continuance in a training program may be an indication of effective counseling. Presumably, counseling, to be effective, should enable the individual to maintain a high enough level of effective use of aptitudes, reinforced by concentrated interests and drives, to produce better grades and therefore to remain longer in his training program than would otherwise be possible. In a sense, this criterion of effectiveness focuses attention on the individual's life adjustments as objectively observed and evaluated by his associates. If he is a better integrated individual as a result of counseling, then his work adjustments should reveal that state of being.

Only a few of the many studies using this criterion will be cited. Lipsett and Smith report that at the end of six months following initial advisement, 60 per cent of a random sample (200) of advised veterans are continuing in the type of vocational training recommended by the Veterans' Guidance Center, Rochester, Institute of Technology.⁴⁰

Brown reported that a follow-up study of veterans (503 in the original 1946 group) revealed that two years after initial advisement, 41 per cent were still in the advised training program and an additional 7 per cent had completed their recommended training program.⁴¹

⁴⁰ Laurence Lipsett and Leo F. Smith, "The Rochester Veterans' Guidance Center Takes Stock." *The American Psychologist*, Vol. III, pp. 12-15, January, 1948.

⁴¹ Milton T. Brown, "The Veterans Report Two Years Later." *Occupations*, Vol. XXVI, pp. 364-366, March, 1948.

Long and Hill reported the results of a follow-up study of 206 veterans given vocational advisement and training recommendations. About 20 per cent of the group did not undertake a training program. A total of 148 veterans began training of the type recommended, and of these, 36 per cent dropped out of that training before they were judged as rehabilitated by the Veterans' Administration.⁴²

These three studies are similar to numerous earlier studies of nonveteran students. All such studies employ a simple, practical test of the effectiveness of counseling: Does the counseled student tend to remain in school longer than do nonadvised students? But the criterion is at best a gross indication of many factors which combine to determine the behavior of a client, of which counseling is only one and at that a not-too-well-identified one. More refined studies than are provided by use of such a criterion are needed to evaluate the effectiveness of counseling.

Measured Changes in Personality as a Criterion. It is difficult to understand why only one study has been reported in the literature of evaluation which uses as a criterion the type of diagnostic instrument employed by counselors to determine the status of the client at the initial interview, namely, personality tests. Since nondirectivists are not interested or involved in diagnosing the client,⁴³ it is understandable why that type of counselor has not heretofore used tests, before and after counseling, as a criterion of evaluation. But those who diagnose and who test might well be expected to use this type of experimental design in evaluation. It is therefore doubly puzzling that a non-directivist counselor should have been the first to report an evaluation study of counseling, using tests before and after, as a criterion of effectiveness. The experiment is at best only exploratory and certainly not definitive. The design is sound but the number of cases, twelve, is entirely insufficient.

Muench reported the use of the Rorschach, the Kent-Rosanoff Free Association Test and the Bell Adjustment Inventory in

⁴² Louis Long and John Hill, "A Follow-up Study of Veterans Receiving Vocational Advisement." *Journal of Consulting Psychology*, Vol. XI, pp. 88-92, March-April, 1947.

⁴³ Carl Rogers, "Significant Aspects of Client-centered Therapy." *American Psychologist*, Vol. I, pp. 415-422, 1946.

identifying personality changes in twelve individuals who were counseled by the nondirective method. The results were as follows:⁴⁴

Eleven of the twelve cases demonstrated improvement in the Rorschach signs of adjustment . . .

The results of the Kent-Rosanoff test indicated an improvement in nine of the eleven cases to whom this test was administered . . .

Seven of the twelve cases showed a greater degree of adjustment on the Bell Adjustment Inventory after therapy than before . . .

Snyder's excellent review of the growing literature on non-directive counseling contains a summary of evaluation studies.⁴⁵ In addition to Snyder's own study referred to above, Raimey found, through analysis of the client's responses in nondirective interviews, that the client's attitude toward himself changed from a negative to a more positive one.⁴⁶

Combs reported a study using the Benreuter Personality Inventory, before and after (one year later), nondirective counseling with a *single case*. There was significant gain in the scores on the test for this one client in the direction of better adjustment.⁴⁷

Changes in Self-attitudes as a Criterion. Research studies by nondirective therapists have involved use of identified changes in the counselee's remarks as a criterion of the effectiveness of this type of counseling. As Snyder summarizes:⁴⁸ "The tech-

⁴⁴ George A. Muench, "An Evaluation of Non-directive Psychotherapy." *Applied Psychology Monographs*. Stanford University, Calif.: Stanford University Press, No. 13, p. 157, July, 1947.

⁴⁵ William U. Snyder, "The Present Status of Psychotherapeutic Counseling." *Psychological Bulletin*, Vol. XLIV, pp. 351-354, July, 1947.

⁴⁶ Victor R. Raimey, "The Self-concept as a Factor in Counseling and Personality Organization." Doctoral thesis, Ohio State University, 1943.

See also Victor C. Raimey, "Self Reference in Counseling Interviews." *Journal of Consulting Psychology*, Vol. XII, pp. 153-163, May-June, 1948.

⁴⁷ A. W. Combs, "Follow-up of a Counseling Case Treated by the Non-directive Method." *Journal of Clinical Psychology*, Vol. I, pp. 147-154, 1945.

⁴⁸ William U. Snyder, "Non-directive Counseling." *Case Histories in Clinical and Abnormal Psychology*, Arthur Burton and Robert E. Harris, editors. New York: Harper & Brothers, 1947, Chap. 43, p. 667.

The research is fully reported by Snyder in "An Investigation of the Nature of Non-directive Psychotherapy." *Journal of General Psychology*, Vol. XXXIII, pp. 193-223, 1945.

niques which the clients accept, and which seem to produce the insight and discussion of plans, are the clarification of feeling, simple acceptance, and approval and encouragement. . . . Techniques which the clients tend to reject, and which tend to slow their progress, are the more directive ones of interpretation, persuasion, disapproval and criticism." Snyder contrives his summary of his research with these cogent conclusions: ⁴⁹

a. The client's statement of his problems takes up approximately one-third of his total number of responses, with most of his activity occurring in the earlier phases of therapy.

b. Understanding and insight comprise about one-third of his activity, although most of this occurs toward the end of the therapy.

c. Discussion of progress and plans is nearly nonexistent at the beginning of therapy, but by the end of the treatment comprises about 12 per cent of the client's responses.

d. During treatment there is a marked change in the nature of the client's feelings from predominately negative ones to positive feelings about himself, the counselor, and other persons and situations.

In the use of this type of experimental design, phonographically recorded typescripts of counseling interviews are analyzed to study, for example, the progression from negative to positive feelings emphasized above by Snyder. Essentially, this is an *interpretation* of verbal reports made by the client, an interpretation of his remarks which are assumed to be diagnostically valid indicators of his improved ego involvement, *i.e.*, his self-regarding attitudes and self-evaluations. Elsewhere we have discussed this point of view which defines counseling as the use of acceptance and reflection techniques by the counselor to produce the desired outcome in the counselee's insight, active acceptance, self-direction, and self-responsibility for his own rehabilitation as a preparatory step in self-integration.

Snyder summarizes his early research in these terms: ⁵⁰

Attempting to show cause and effect relationships, Snyder analyzed all of the client's statements following each counselor's statement in such a manner as to show that *various types of counselor activity preceded and apparently caused certain client responses*. That

⁴⁹ Snyder, "Non-directive Counseling," *op. cit.*, pp. 667-668.

⁵⁰ William U. Snyder, "The Present Status of Psychotherapeutic Counseling," *Psychological Bulletin*, Vol. XLIV, p. 346, July, 1947.

the study demonstrated a tendency for therapeutically productive categories such as insight and discussion of plans in nondirective counseling to follow the less directive rather than the more directive type of counselor statements as defined by Rogers, is an interesting secondary aspect of his study, which supports the nondirective hypothesis.

Carnes and Robinson reported an experiment on the relationship between the amount of talking done by a client in an interview and the effectiveness of the counseling.⁵¹ This would seem to be a most important study of one aspect of the criterion of evaluation used by Raimsey and Snyder. The authors of the experiment pose the experimental hypothesis in these words: ⁵²

It is felt that free verbalization tends to bring more material out at a conscious level and until there is verbalization by the counselee, there can be little growth in insight. The assumption, apparently, is that verbalization results in insight.

The study involved the intercomparison of "client talk" and several different types of adjustment problems. The authors conclude that: ⁵³

. . . amount of talk should be considered only a very minor criterion of counseling effectiveness.

. . . amount of client talk yielded a low positive correlation with growth in client insight and with working relationship, and a more marked correlation with client responsibility for the progress of the interview.

The topic of the unit exerts an influence on the relationship between amount of client talk and insight growth. In study skills this relationship is virtually zero. In various types of personal problems, it is large enough to seem important. In therapy, nondirective counselors obtained much more counselee talk than did directive counselors but these large amounts of talk were no more highly related to insight.

The causal relationship between amount of client talk and desirable interview outcomes is not clear. Therefore, it is not possible to use the amount of client talk as a criterion of counseling effectiveness.

⁵¹ Earl F. Carnes and Francis P. Robinson, "The Role of Client Talk in the Counseling Interview." *Educational and Psychological Measurement*, Vol. VIII, pp. 635-644, 1948.

⁵² *Ibid.*, p. 635.

⁵³ *Ibid.*, pp. 643-644.

SUMMARY

In this chapter we have introduced the reader to our concept of clinical counseling, as differentiated from "advising," therapy, and other types of counseling. The six essential steps of clinical counseling were described briefly, each to be discussed at length in the chapters which follow. We stressed the reversible order and the interrelatedness of the six steps before turning to an outline of the major phases of the role of counselor and client. In this latter section, we stressed again our concept of the teacher-student teamwork integrated roles of counselor and counselee. Finally, we reviewed critically and at length the growing literature on the experimental evaluation of counseling. Now we are ready to analyze and apply to examples the basic steps in counseling. To this discussion we turn in the following chapters.

Chapter 6. ANALYTICAL TECHNIQUES

Before a student can be effectively counseled, the student and counselor must collect *dependable*, i.e., reliable, valid, and relevant information, from which to diagnose aptitudes, interests, motives, physical health, emotional balance, and other characteristics which facilitate or inhibit satisfactory adjustment in school and at work. The collection of such information by means of various techniques is called *analyzing*. Certain analytical *tools* are used in the collection of data descriptive of the student. The methods and means of using these tools are referred to as *analytical techniques*. Analytical data are synthesized, or collated, and interpreted in the *diagnosing process*, to be discussed in the next chapter. The term “diagnostic techniques” is sometimes used as the equivalent of analytical techniques and the term “diagnosing” as the equivalent of analyzing. When so used, confusion often results because the reader does not know whether the writer refers to the collection of data or to their interpretation. We shall use the terms analytical techniques and analyzing to refer to the collecting of data and diagnostic techniques and diagnosing to refer to the interpretation of data.

Information may be collected for each student by the use of tests, case history, cumulative records, interviews, and other analytic tools. A trained counselor does not rely solely upon the impressions resulting from a short interview with a student. Indeed, much more time is required to prepare adequately for counseling than to discharge the counseling function itself. Otherwise, we have mere advising without regard to its relevancy for a particular student.

The counselor and student attempt to collect data which yield a clear picture of the student as a growing, dynamic, multidimensional individuality. They seek to see the student as a complex and unique combination or integration of aptitudes, interests,

attitudes, and personality traits which have a characteristic pattern, flavor, or style totally different from that of any other student. This uniqueness is not masked by the fact that *all* students possess height, weight, color, inferiority feelings, IQ's, and other *common* traits. Each student is a *unique combination* of these *general* traits, and an individual diagnosis must, therefore, be made. Moreover, this individuality is seen in terms of the dimension of time, both past and future. With regard to the past, various conditions have produced the present status of the individual. But past and present status are projected into the future to yield an understanding of probable trends in adjustment. Thus we see that analyzing is a complex process dealing with characteristics produced by a multiplicity of causal factors combined in a time sequence. The counselor and student *attempt* to perceive this uniqueness. Only rarely, however, do they perceive *all*, because of the limiting factors of time and professional competence.

SOURCES OF ANALYTICAL DATA

While much of the data used in analyzing the student is collected in personal interviews, yet there are many other important sources which must be utilized. Frequently, several sources are used for the same type of data, in order to check one datum against another and also to have a wider sampling of the student's behavior. In anticipation of the chapter on diagnosing, we note that all these data must be collated and interpreted by a trained counselor who functions as a diagnostician. None of these data are self-interpreting, and frequently they present puzzling contradictions and inconsistencies which can be reconciled only by one trained in clinical counseling, if at all.

These sources of analytical data include:

Reports of psychometrists who administer psychological and aptitude tests and who also observe significant behavior indicative of attitudes, emotions, and ambitions.

Teachers who may have observed significant behavior indicative of emotions, attitudes, interests, and aptitudes.

Parents who often unconsciously reveal the cause of behavior problems in students by indicating or describing attitudes and modes of family discipline and regulation.

Other counselors who contribute their own understanding and tentative diagnoses of the student's personality and also significant observations of the student's behavior and attitudes.

Specialized personnel officers (in the fields of health, extracurricular activities, finance and part-time employment, and speech, reading, and study disabilities) who may have observed the student's behavior in different situations and interviews and thereby have formed impressions of his personality and qualifications which yield insight into attitudes not revealed in the counselor's interviews.

Comments by the student's associates which yield insight into his behavior as exhibited naturally and away from observations of the counselor.

Finally, there is one other important source of analytical data—the counselor's interview with the student. In the process of talking with the student, the skilled counselor has an opportunity to direct and phrase his questions and comments in such a way as to sample and to reveal subtle attitudes, prejudices, beliefs, and interests of the student which may not be analyzed by objective techniques. The effective counselor assimilates available data *before* the interview and then searches for supplemental and explanatory data by means of "projective" interviewing discussions with the student. These data are so individualistic in terms of each student that no standardized descriptions can be made. But this source of analytical data is one of the most important.

Variations in General Procedures. No general discussion of analytical techniques can reveal the many modifications in procedures required to understand the individuality of each student. Modifications and variations must be made in terms of the situation in which the counselor operates, the cooperation of the student, and especially of how the case "breaks." No counselor is informed on all relevant facts at the time of his first interview with a student. A student will not submit to days of history taking before being counseled about the "felt" problem which caused him to seek assistance. Actually, the *modus operandi* of one type of clinical work is to collect as many data as possible before the student sees the counselor for his first interview. Then, the counselor helps the student make a tentative *formulation* in the problem area of *immediate concern* to the student. In other types of counseling, notably the nondirective, the counselor collects no data but rather helps the student to analyze

himself in terms of the data he can recall about himself. We speak of this method in other chapters.

After diagnosing and counseling in the area of the student's felt or "emergency" problem, the counselor must quickly review the available data for diagnosing problems not yet perceptible to the student. If additional problems are identified, the counselor recapitulates the sequence of analysis and diagnosis for these newly discovered problems. At all times, the counselor should be alert to the probability that some students will conceal their major maladjustment by asking assistance with a respectable, *i.e.*, socially approved, problem, such as indecision regarding the choice of a vocation. This tendency to rationalize and conceal serious problems is so prevalent that the counselor should analyze and diagnose in all problem areas, not merely in the one verbalized by the student.¹

In some instances much, or even most, of the data presented by the student preceding or during the first interview may prove to be irrelevant to the student's own felt problem about which he wishes to consult the counselor. The counselor could not be expected to have preknowledge of such a state of affairs. But he can be expected, in such situations, to set aside his data and devote his full attention to the problem that the student wishes to discuss. If it seems advisable, at a later time, the counselor can proceed in rounding out his knowledge of more facts about the student, either through interviews, if the student wishes thus to cooperate, or through independent case work. On some occasions these complete case data may throw additional light on the student's felt, or other and more basic, problems. *But the counselor should not feel dejected, in other instances, if his full and completed case history adds little, if anything, that is new to his diagnosis.* He could not have known what would prove to be new or relevant until he had collected the facts and tested them against his diagnoses. Thus it is that much case data prove later to have little evident relevancy to the later-made diagnoses or even to the student's formulation of his problems. But the counselor and the student may need to go through the data-collecting analyses before they will have the necessary data to

¹ Ray H. Bixler and Virginia Bixler, "Clinical Counseling in Vocational Guidance." *Journal of Clinical Psychology*, Vol. I, pp. 186-192, 1945.

make the diagnosis which, in turn, is used as the yardstick to measure the relevancy of these same data. There is no known, dependable way of short-circuiting this laborious process except in certain forms of psychotherapy. It is the laborious method of science itself—and even intuition must be *verified* by laborious data-collecting methods.

Another variation in general procedures needs emphasis. As the counselor continues to see the student over a period of months or years, he must rediagnose and recounsel concerning new problems which arise. The student grows and changes, and new problems arise as a result of this growth. No case is ever closed in the sense that the student is completely and permanently adjusted.

Types of Analytical Tools. In seeking to help a student understand his individuality, the counselor makes use of certain aids which, for want of a better name, have been called *tools of analysis*. Some of them are specific and others are general; *i.e.*, some tools yield results useful only for analyzing specific traits. For example, a test of mechanical ability can be used to analyze only that type of ability, assuming, of course, that the test has been properly standardized. Other tests are used for equally specific analytic purposes. But some analytical tools are more generalized in their applicability. The personal interview, for example, may be used to collect data of almost unlimited number and type.

Only a few of the many types of analytical tools can be discussed in this chapter.²

² For a more detailed description of these sources of data for diagnosing see Arthur E. Traxler, *Techniques of Guidance*. New York: Harper & Brothers, 1945, Chaps. III–VII, XII. See also Gordon W. Allport, *Personality: A Psychological Interpretation*. New York: Henry Holt and Company, Inc., 1937, Chap. XIV, for a description of the following methods of studying personality traits: (1) studies of cultural setting, (2) physical records, (3) social records, (4) personal records, (5) expressive movements, (6) ratings, (7) standardized tests, (8) statistical analysis, (9) miniature life situations, (10) laboratory experiments, (11) prediction, (12) depth analysis, (13) ideal types, and (14) synthetic methods.

Gordon W. Allport, *The Use of Personal Documents in Psychological Science*. New York: Social Science Research Council, Committee on Appraisal of Research, Bulletin 49, 1942.

Edward S. Jones, "Subjective Evaluations of Personality." Chap. IV in

THE CASE STUDY

But before analytical tools are described, the reader should understand their purpose and the areas of the student's life in which they are used to collect significant information. For this reason, we preface the discussion of general analytical tools with a description of the case study as it relates to the process of clinical analysis.³

The general method of collecting significant information about a student is called the case study. Frequently, it is referred to as the case history, and the contents are called case data. Included in the case study are all data descriptive of the present status of the student, as well as a summary of relevant and significant facts about his past experience and his family relationships. In making a case study, the counselor makes use of the analytical tools to be described in later sections of this chapter.

One of the significant characteristics of the case study is the inclusiveness of its contents.⁴

This method . . . is the most comprehensive of all, and lies closest to the initial starting point of common sense. It provides a framework within which the psychologist can place all his observations gathered by other methods; it is his final affirmation of the individuality and uniqueness of every personality. It is a completely synthetic method, the only one that is spacious enough to embrace all assembled facts. Unskillfully used, it becomes a meaningless chronology, or a confusion of fact and fiction, of guesswork and misinterpretation. Properly used, it is the most revealing method of all.

J. McV. Hunt, editor, *Personality and the Behavior Disorders*. New York: The Ronald Press Company, 1944, pp. 160-166.

Henry A. Murray, "Introduction" in Arthur Burton and Robert E. Harris, editors, *Case Histories in Clinical and Abnormal Psychology*. New York: Harper & Brothers, 1947, pp. 1-20.

Ruth Strang, *Counseling Technics in College and Secondary Schools*. New York: Harper & Brothers, rev., 1949.

³ Traxler, *op. cit.*, Chap. XIV. See also Arthur E. Traxler, "Case Study Procedures in Guidance." *School Review*, Vol. 46, pp. 602-610, 1938. John G. Darley, "The Structure of the Systematic Case Study in Individual Diagnosis and Counseling." *Journal of Consulting Psychology*, Vol. 4, pp. 215-220, 1940. Strang, *op. cit.*, Chap. VIII.

⁴ Allport, *Personality: A Psychological Interpretation*, *op. cit.*, p. 390.

Thus we see that the case study is not confined to the facts and impressions collected in interviews with students, but rather includes many data gathered from a variety of other sources, such as the anecdotes of teachers, reports from parents, the scores on tests, and many other items to be described later. All these case data are synthesized into a *diagnosis* in the process called the "art" of diagnosing.

In the preceding paragraph, the relationships between the case study and the techniques of clinical work were mentioned. We turn now to a brief discussion of the content of the case study. Many writers include in it the diagnosis and the counseling techniques used by the counselor. Strictly speaking, these parts must be included in the complete and inclusive study of the individual student. But, for the purposes of emphasizing the sequence and the necessity of collecting complete case data before diagnosing and counseling take place, these latter two steps in the total clinical process are discussed separately in detail in subsequent chapters.

The minimum contents of a case study *adequate for diagnosing* include the following: ⁵

Family history including education, occupation, and financial status of parents and siblings, the psychological relationships among members of the family, and neighborhood relationships

School history of the student, including his scholastic progress and adjustments to teachers and students, record of participation in activities, the type and name of school attended, study habits, and cumulative record of psychological tests

Health record, including history of serious illnesses and the physician's report of his present status

Vocational and work experiences and record of past and present occupational ambitions and plans, including plans and financial resources for occupational training

⁵ Adapted from Ruth Strang, *Counseling Technics in College and Secondary School*. New York: Harper & Brothers, 1937, Chap. III. See also Arthur Traxler, *Case Study Procedures in Guidance*. New York: Educational Records Bureau, December, 1937 (mimeograph); and Traxler, *Techniques of Guidance, op. cit.*, Chap. XIV.

John W. M. Rothney and Bert A. Roens, *Counseling the Individual Student*. New York: William Sloane Associates, 1949.

Social-recreational interests and habits, including type and frequency of participation

The Use of Analytical Tools in the Case Study. How do the student and the counselor collect significant data in the above areas of the student's life? They make use of the analytical tools referred to in the opening section of this chapter. These tools, to be described in general terms in this chapter and in detail later, are used as techniques for analyzing the student's characteristics. The counselor's use of such tools may differ from that of a school administrator and also from that of the clerical staff which collects and records many important case data as part of the general school records. For example, the administrator collects and uses teachers' grades for the purpose of determining, among other things, whether the pupil is making normal progress toward graduation and whether he is meeting the minimum standards required by rules and regulations. The counselor may use these same data to determine whether the student is displaying symptoms of educational interests and aptitudes indicative of future educational and vocational success. The significant point is that the counselor, while collecting special and additional data for his own use, may also be aided in his analysis and diagnosis by using the data collected by other educational workers. This point is stressed because of the tendency of many workers to believe that the counselor can diagnose only on the basis of new data collected by him alone. Actually, the most important technique of the counselor lies, not in his use of analytical tools, but in his own psychology and in his skill in perceiving diagnostic significance of data which may be considered by others as having no significance. Indeed, it is this insight, supplemented by skillful use of special analytical tools, which differentiates an effective clinician from an amateur counselor. The tools of personnel work have often been stressed out of proportion to their true significance, with the result that the necessity for skillful use of tools has been neglected, or taken for granted, in the description of personnel work and in the training of new counselors. In the use of some analytical tools, such as the interview, the client may be a full participant coordinate with the counselor. But in such tools as aptitude tests, the coun-

selor's technical background makes his role in use and interpretation similar to that of a teacher who helps students acquire new understandings.

GENERAL ANALYTICAL TOOLS

Six general tools of analysis will be described briefly in this section. The reader will be referred to more detailed descriptions elsewhere. The application of these tools as techniques in three problem areas, personality, educational, and vocational, will be the topic for subsequent chapters. These six tools are: (1) cumulative records, (2) the interview, (3) time distribution form, (4) autobiography, (5) anecdotes, and (6) psychological tests.

Cumulative Records. Essentially, the cumulative record form is a tool for summarizing significant items of a case history and for emphasizing the direction and rate of development of the student's personality. Some school administrators mistakenly contend that they have developed a personnel program, after instituting such a system of records. But the mere recording of data on a printed form does not guarantee effective use of the data in assisting students; neither does this recording with pen and ink transform irrelevant and unreliable impressions into significant and valid diagnostic data.

As is true to a lesser extent of some psychological tests, the perfection of the cumulative record form has outstripped the professional competency of counselors to use such records. It is regrettable that many school administrators prefer to begin a personnel program by instituting such records without at the same time making certain that counselors are given professional training in the use of such records.

The cumulative record form published by the American Council on Education is the most comprehensive and widely used one now available. It consists of a heavy stock folder $8\frac{1}{2}$ by 11 inches. On all four sides are printed the names of significant items to be recorded by the counselor in the proper column and space. The following list of items indicates the extent to which this form provides a convenient mechanism for recording a concise summary of significant case data:

(Front)	(Reverse)
Name	Father and Mother (Stepparent or Guardian)
Home Address	Birth Dates
Telephone	Birth Places
Birth Date	Deceased Dates
Authority for Birth Certification	General Health
Birth Certificate	Religion
Passport	Race or Nationality
Oath	Date Arrived in U.S.
Church Record	Citizen
Hospital Record	Education (Amount and Kind)
Photograph	Occupation
Year	Language Spoken in Home
School	Type of Home Community
Grade Attained	If Parents Separated (Date)
Mental Age	Year and Age
Chronological Age	Adviser
Academic Aptitude	Attendance
Test	Discipline
Score (M.A.)	Home Influences and Social Adjustment
IQ	Mental and Emotional
Percentile	Physical and Athletic
Subjects (with Grades and Credits)	Extracurricular and Free-time Activities
Achievement and Other Objectives	Notable Accomplishments and Experiences
Test Results	Vocational Experiences and Plans
Test	Educational Plans
Score	Personality Ratings
Percentile	Remarks
Time Profile of School Grades and Standardized Tests	

Traxler stresses and illustrates the significant features of this form.⁶ It provides a means of comprehending the direction and character of the changes exhibited by a student from year to year. For example, on the gridiron chart for achievement and psychological tests, a most significant part of the form, the scores are plotted by month and year on a standard percentile basis designed to reveal significant evidence of growth as the student

⁶ Traxler, *Techniques of Guidance, op. cit.*, Chap. XII.

progresses in school. This time profile facilitates the task of the counselor in diagnosing the student's present and future educational adjustments. If the student's test scores remain on the same level or actually decrease despite progress in age and school status, the counselor may recognize this as symptomatic of actual or potential educational maladjustment, or as tentatively diagnostic of the maladjustments reported by the student as the reason for seeking counseling.

Likewise, the year-by-year recorded summary of social maladjustment in the school indicates to the counselor that the present maladjustment is of long standing and therefore of serious proportions. On the other hand, a favorable record of social adjustments in previous years may temper the counselor's analysis and diagnosis of present maladjustments.

The introduction of this cumulative record form into personnel work has, perhaps, done more than any other step to educate personnel workers to the necessity of analyzing the past in order to understand both the present and the future. On the other hand, the chief weaknesses of this tool lie in the fact that it is a summary which omits many significant facts which the counselor cannot condense in the allotted space. Moreover, the filling out of such a record has often been used as a substitute for counseling. This is, of course, a criticism of personnel workers and not of the record. When properly supplemented by the use of other tools, this record will prove to be indispensable.

The Interview as an Analytical Tool. This discussion of the interview must be inadequately brief because the factors involved are too complex to be discussed in the short space available in this book. Strang, Symonds, Bingham and Moore, Wrenn, and others have provided excellent discussions of these factors.⁷

⁷ Walter Van Dyke Bingham and Bruce Victor Moore, *How to Interview*. New York: Harper & Brothers, 1934.

Harold Ernest Burt, *Principles of Employment Psychology*. New York: Harper & Brothers, rev. ed., 1942.

Annette M. Garrett, *Interviewing, Its Principles and Methods*. New York: Family Welfare Association of America, 1942.

Annette M. Garrett, *Counseling Methods for Personnel Workers*. New York: Family Welfare Association of America, 1945.

Wendell Johnson, *People in Quandaries*. New York: Harper & Brothers, 1946, Chap. XVI.

[Footnote continued on p. 138.]

In the present discussion of analytical tools, only a few major points may be mentioned. Many writers discuss the minor mechanics of interviewing to the exclusion of emphasis on the essential factor, *viz.*, the personality of the counselor, his point of view regarding personality and counseling, the manner in which he conducts the interview, the nature of inferences, and other factors.

Some of these factors will be discussed briefly at this point. So much has been written about *rapproch* that it should need but little mention. Nevertheless, it must be repeated that the attitudes, facial expressions, inflections, gestures, and verbal expressions of the counselor determine in large part the reactions of the student and, therefore, the success of the counselor in helping the student to organize significant information about his own problems. In fact, in many instances, the revealed attitudes are symptomatic of the deeper repressions and confusions. The identification of these sensitive spots through observation of motor and *speech* behavior is a most important function of the interview.⁸

It is well for the counselor to assume that most students are reluctant, at least at first, to discuss their background and prob-

Jones, *op. cit.*, pp. 144-150.

Carl R. Rogers, *Counseling and Psychotherapy*. Boston: Houghton Mifflin Company, 1942, Chaps. VI-VIII.

Carl R. Rogers and John L. Wallen, *Counseling Returned Servicemen*. New York: McGraw-Hill Book Company, Inc., 1946.

Strang, *op. cit.*, Chap. IV. Also 1949 revision, Chap. V.

William U. Snyder, *Casebook of Non-directive Counseling*. Boston: Houghton Mifflin Company, 1947.

D. E. Super and Dorothy Brophy, "The Role of the Interview in Vocational Diagnosis." *Occupations*, Vol. XIX, no. 5, pp. 323-327, 1941.

Percival M. Symonds, *Diagnosing Personality and Conduct*. New York: Appleton-Century-Crofts, Inc., 1931, Chap. XII.

Joseph Tiffin, *Industrial Psychology*. New York: Prentice-Hall, Inc., 1942, Chap. II.

Robert I. Watson, *Readings in the Clinical Method in Psychology*. New York: Harper & Brothers, 1949, pp. 409-411.

C. Gilbert Wrenn, "Counseling with Students." *Guidance in Educational Institutions*, Thirty-seventh Yearbook of the National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Company, 1938, pp. 119-144.

⁸ Jones, *op. cit.*, pp. 144-148. See also Johnson, *op. cit.*

lems. Operating on this assumption, the counselor sometimes needs to begin his *conversation* indirectly with little, if any, reference to the reasons for which the student is present at the interview. By watching for clues of rapport in the student's comments, inflections, and gestures, the counselor may learn at what time, if ever, in the interview the student is psychologically ready to turn to a direct discussion. The student himself determines when and if he is to discuss his own basic problems.

Rapport must be established preparatory both to analyzing the student's problems and to counseling. The purposes of the two types of rapport and their situations are thus seen to differ, although both may be established by similar techniques. Rapport in analysis facilitates helping the student to understand himself by recalling and verbalizing information about himself; while in counseling (or treatment), the direction is reversed and rapport facilitates the *acceptance* by the student of the emerging picture or understanding of himself.

Interviews should not be misused to collect routine information which may make the student restless and reluctant to return for counseling. To avoid this danger, especially in the case of educational and vocational counseling, many counselors request that students fill out check lists and case-history forms *before* appearing for an interview. These forms may provide the counselor with data regarding the student's background and also with an insight into his frame of mind and what he thinks are his problems and their causes. By inspecting such data before seeing the student, the counselor can gain better understanding of the student's psychology and, therefore, begin his interviewing at the point of the student's own thinking.

In very few cases, except in group therapy, is it possible to provoke a frank discussion with a student if a third person is present. Students are usually reluctant to discuss even apparently simple and publicly known problems under such conditions. Rapport is almost always a one-to-one relationship. For this reason, privacy is a necessary condition for interviewing. The violation of this obvious condition is undoubtedly one of the reasons why so much of counseling does not get across to the student and operate in his life. There must be cooperation in the interview if the student is to be influenced to action, and, there-

fore, he must be willing to participate because he respects the counselor and trusts him with confidential information. Strang has stated as one function of the interview, "to act as a 'catalyst for the subject's thought processes.'" ⁹ This can be done only if the student is in the proper frame of mind, induced by privacy and respect for the counselor's competency. In discharging his proper functions in the interview, the counselor faces a task as difficult and complex as that of interpreting the meaning of the facts he learns by talking with the student.

Unless equipment is used for a complete recording of the interview, immediately following each interview the counselor should dictate a complete summary of the significant facts he has learned including diagnostic questions, comments, and questions asked by the student.¹⁰ A running account of the interview is far more important than a single summary such as is usually recorded on a cumulative record card. Many of these facts may prove to be of significance when the case history is completed, even though their importance is not immediately apparent. No counselor should depend upon his fallible memory to carry such data. Even to wait a day before dictating may cause significant data to be forgotten, or confused with that discovered in subsequent interviews with other students.

Time-distribution Form. That students waste time is self-evident, but the actual amount of time wasted and the actual use of time are facts which most students cannot judge accurately. Especially in college, it is important that students develop habits of systematic study and use of time, and that a sufficient number of hours be devoted to studying. The greatly increased amount of time required of new students for effective studying makes it necessary that the development of these new habits begin early. Before a counselor can suggest a wise distribution of time for various activities, including hours of study, it is necessary that an accurate account be available. Moreover, students tend to err in estimating the amount of time devoted to these various activities. If an accurate count is made, they get a better

⁹ Strang, *op. cit.*, p. 55.

¹⁰ Theodore R. Sarbin, "The Case Record in Psychological Counseling." *Journal of Applied Psychology*, Vol. XXIV, pp. 184-197, 1940.

understanding of the need for a reorganization of their time and activities. They will be receptive to suggestions if they understand just how many hours are wasted in aimless activity, reading the newspaper, or listening to the radio.

These necessary data regarding the actual distribution of time are best collected by means of a printed form with space for recording activities and time, hour by hour, for one week. A summary for each type of activity (study, sleep, transportation, meals, social activities, leisure, and waste time, etc.) will permit comparison with similar data collected from a sampling of other students. Such a form has been reported elsewhere by Williamson and Darley and by Strang.¹¹

*Autobiographies.*¹² Many significant facts about a student and his problems cannot be collected by means of personal interviews or other tools in which other persons play a part. Frequently, personal experiences are too intimate to be revealed in a face-to-face situation. Other significant facts cannot be remembered and put in a proper setting by means of question and answer methods. The student must organize his own account of these experiences, ideas, attitudes, and ambitions. He thinks more clearly when he tells his own story in his own manner. Occasionally, he will be able to give such a running account of his life in an interview, if he is able to talk freely. But in such a situation, the counselor is not able to record the account.

For these reasons, the counselor frequently suggests that the student write out a story of his life including what he considers to be his most significant experiences.¹³ Usually, no specific outline of points to be covered is suggested, since it is an insight into the student's reactions toward his experiences that the counselor desires. In this sense, the autobiography is a loose form of

¹¹ E. G. Williamson and J. G. Darley, *Student Personnel Work. An Outline of Clinical Procedures*. New York: McGraw-Hill Book Company, Inc., 1937, pp. 125-127.

Ruth Strang, *Behavior and Background of Students in College and Secondary School*. New York: Harper & Brothers, 1937, Chap. VIII.

¹² Allport, *The Use of Personal Documents in Psychological Science*, *op. cit.*

¹³ For a discussion and review of the literature on this analytical tool see Strang, *Counseling Technics in College and Secondary School*, *op. cit.*, Chap. VII. See also 1949 revision, Chap. IV.

analysis by the free-association method. When the counselor notes that the student is becoming reluctant to discuss certain topics, or rather wants to but is blocked, then he may suggest that the student try to write it out and bring in the product at another interview. At times, it may be advisable to make such a suggestion with indirect reference to the cause of the specific blocking by casually asking for the autobiography. Frequently, the same method may be used to understand the student's attitudes and hopes regarding educational and vocational choices.

Anecdotal Records. A significant invention designed to yield data descriptive of intangible but important personality traits is the anecdotal method of recording observations of behavior.¹⁴ In large part this development represents a reaction against the artificiality and oversimplification characteristic of rating scales, as well as the restrictive limitations of personality tests. Studies of rating scales showed not only their low reliability, but also that the comments of the rater given in support of his judgments were often more significant and diagnostic than the ratings themselves. Early efforts in the field of personality measurement were directed toward the standardization of judgments by means of tests. Although this was a desirable effort, some workers overreacted to the extent of eschewing everything subjective, even though it might be more significant than the so-called objective data.

These many efforts to improve analysis of intangible personality traits have produced the anecdotal method. In using this method, teachers write out a brief description of the actual behavior they observe in the classroom or elsewhere. The student's behavior and remarks are recorded as faithfully as possible. Efforts are made to get the teacher to record only what she sees and hears and to avoid all interpretations of that behavior. These anecdotes concerning a given student are collated and recorded in summary form in his cumulative record. When collected over a period of years and combined with other case data, they yield an insight into the student's personality not available from other sources.

¹⁴ L. L. Jarvie and Mark Ellingson, *A Handbook on the Anecdotal Behavior Journal*. Chicago: University of Chicago Press, 1940.

Strang, *Counseling Technics in College and Secondary School*, op. cit., Chap. V.

*Tests as Analytical Techniques.*¹⁵ Before considering the use of techniques of analysis in relation to types of students' problems, certain general considerations of the method of testing should be discussed. This question of whether to test or not to test has caused considerable confusion in personnel work. The test method of analysis resulted from attempts to provide objective, dependable, and universal yardsticks for the measurement of traits. Analytical techniques must be relatively uninfluenced by desires, irrational hopes, and errors that enter into the impressionistic method of diagnosis. Tests are used to objectify and to make meaningful, in standard units, comparisons of students with groups with whom they will compete for grades, wages, or other rewards.

Because of a number of factors, a negativistic attitude has often developed toward tests. A brief mention of some of these factors will serve to orient the reader to the legitimate values of tests in analysis. A superficial inspection of paper and pencil tests beguiles the uninformed into concluding that any normal person can answer the questions. But tests many times reveal differences not detected by casual observations. As a result, when tests are checked against subjective impressions, unexpected results are often obtained. To the uninitiated, it is the test results which are in error and not the impressions. Subjective judgment is assumed to be the final criterion of truth, a point of view often at odds with the facts. Moreover, tests often expose the amateur psychologist who has great confidence in his own ability to judge people. Many persons pride themselves on their alleged ability to "psychologize"; consequently, they resist this external and more objective type of analysis. At one time, also, there was a vigorous protest against tests because of the possible dictatorial use of the results by mechanically assigning people to various groups and categorically labeling them as "dumbbells," incompetents, and the like.

Because of the above factors, the test method runs contrary to the long-accepted, deep-grained, and passionately defended idea that all men are equal. Almost everyone has at some time be-

¹⁵ Donald E. Super, *Appraising Vocational Fitness*. New York: Harper & Brothers, 1949. J. G. Darley et al., *The Use of Tests in College*. American Council on Education Studies, Series VI, Student Personnel Work, No. 9. Washington, D.C., 1947.

lieved that he could be a successful worker if he really wanted to be, or had the financial, educational, and economic opportunities. But, since tests often reveal analytical results contrary to these wishful thoughts, a negative appraisal of tests is the result. Many times, test interpreters are too embarrassingly blunt, objective, and frank in exposing irrational beliefs in one's own perfection. It is far more comforting and gratifying to one's ego to be told by amateur psychologists, parents, friends, and character analysts that one has tremendous latent abilities, which circumstances beyond control have prevented him from developing.

Tests are not the ultimate criterion of truth, however. This technique of analysis is limited in its application to certain types of behavior. Tests provide no measure of efficiency, drive, motivation, ambition, skillful use of aptitudes, and desire to achieve. Frequently, tests are used mechanically, in isolation, and without taking into account possible testing errors, varying training standards, factors of ambition, skill in use of aptitudes, and other important behavior traits making for success or failure. When so used mechanically, they are obviously misused, as Earle maintains in his description of the psychological examination.¹⁶ Test scores have diagnostic significance *only in relation to case data*; scores should not be interpreted without a knowledge of the case record of a student. Tests should be used in a clinical procedure much as a doctor uses a thermometer.

In Defense of Tests. This much may be said in defense of the testing method of analysis. The psychologist is one of the very few professional workers in the field of diagnosis who has studied his tools critically and scientifically to discover their weaknesses and strengths, quite apart from his own beliefs, prejudices, and hopes. For few other techniques has such a refined check been made of the accuracy of analysis. The psychologist has candidly published the results of research showing the limitations and errors of his tools. Since his tools are presented with their errors listed, many people conclude that all other tools are free from error or that errors of other tools are negligible as compared with those of tests. This has led to the belief of uninformed counselors that there are no errors, few errors, or less serious errors in other techniques of analysis.

¹⁶ Frank M. Earle, "The Psychological Examinations." *Occupations*, Vol. XII, pp. 70-74, April, 1934.

This fallacy of abandoning one tool because its errors and limitations have been discovered through research and clinical practice, and substituting another tool, the errors of which are as yet unknown or ignored, is characteristic of some counselors. They learn of the errors in tests and then proceed to avoid using them, preferring to use analytic techniques of self-analysis, tryout (work or school experience), or the reading of a book on occupational information, apparently blissfully ignorant of the many serious errors and limitations of these substitute tools. The following quotation from Brewer¹⁷ typifies this fallacious type of thinking:

Only by large reliance on analogy can more than a very few tests be used, and results so obtained are dangerous [*sic*] to apply to the case of an individual boy or girl.

Fortunately, the exploratory course is itself a rough, but largely valid [*sic*], test, and fortunately, too, such a course is useful to most boys and girls, regardless of the vocational aim.

Without condemning or approving this characteristic of modern personnel workers, Watson¹⁸ says: "The trend in vocational guidance has been away from the once popular idea of tests that analyze aptitudes and toward more emphasis upon study of occupations. It is assumed that the individual's knowledge of his abilities, drawn from previous experience, will compare favorably with any laboratory report."

To return to our discussion of tests as diagnostic tools, the validity of these tests may be low because (1) the criterion used is low in reliability and, therefore, at fault; and (2) other factors, in addition to those tested, are represented in the criterion, *e.g.*, attitudes and motivation are represented in the criterion in addition to tested aptitudes. Since tests are reliable and yet correlate low with our crude criteria of success, it might be argued that the psychologist has manufactured a blue-steel scalpel with fine edge for an operation that needs only a less precise tool.

¹⁷ John M. Brewer, "The Practical Arts." *The Scientific Movement in Education*. Part II, Thirty-seventh Yearbook of the National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Company, 1938, p. 167.

¹⁸ Goodwin Watson, "Testing Intelligence, Aptitudes, and Personality." *The Scientific Movement in Education*. Part II, Thirty-seventh Yearbook of the National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Company, 1938, p. 366.

In attempting to use test tools of analysis, the counselor must recognize that research in the basic psychology of adjustment has not yet determined the relationships between certain effects (symptoms, characteristics, etc.) and certain causes. This ignorance results in part from the peculiar characteristic of human nature sometimes called *multiple causality*; i.e., a personality trait, symptom, or characteristic may be caused by a number of factors operating singly or in combination. In addition to this confusing complexity of causes, there is a corresponding complexity in the effects of a single cause. Allport¹⁹ asserts: "The 'same' cause, in the context of different lives, may produce contrasting effects instead of uniformity."

A superficial, or merely descriptive, analysis of the appearance of an individual is frequently in error; only an analysis of causes will actually produce a differentiating diagnosis. Most analyses are *phenotypes*. That ignorance in this field is great should not be used complacently as an excuse for superficial descriptions. Rather, this ignorance should make counselors cautious in practice and at the same time vigorous in efforts to reduce this area of ignorance through a higher quality of clinical practice and through personal research.

THE STUDENT'S APPROACH TO HIS PROBLEMS

We have reviewed and evaluated certain types of data which the counselor must collect in the analysis before he and the student can arrive at a dependable understanding of the peculiar characteristics of the student. There remains to be discussed one additional characteristic of the student which is of paramount importance, not only in analyzing, but also in counseling. The manner in which the student approaches his problems not only reveals his life style, but also determines his reactions to the analysis and diagnosis. These attitudes of the student toward his own problems and toward ways and means of achieving optimum adjustment constitute one of the most important of all analytical data. If the student possesses cooperative attitudes, then he may

¹⁹ For an explanation of Lewin's distinction between "genotypes" (causal condition) and "phenotypes" (descriptive similarities in appearances of behavior not necessarily produced by the same cause), see Allport, *op. cit.*, pp. 16, 18, 324-326.

work with the counselor. If he believes that diagnoses cannot be achieved by some of the questionable methods discussed in the preceding pages, then he will be skeptical of the counselor's procedures and results. This neglected factor of attitudes toward analytical procedures often results in a lack of understanding which in turn disrupts rapport and leads to failure, or to half-hearted efforts at readjustment. *No counselor may expect effective results unless the student understands in his own terminology the "how" and "why" of diagnosing and the "why" of his counseling.* Without this understanding by the student, a self-propelled program of action will not grow out of counseling. Of course, not every student can, or wants to, achieve a technical understanding of counseling techniques. Consequently, the counselor must explain only as much of the techniques of the trade as are necessary to secure an enlightened and cooperative frame of mind.

The first step in preparing the student for *present and future* diagnosing and counseling is to understand his beliefs and knowledge of the "how" of counseling. Then the counselor stimulates a discussion-exposition of the evidence for and against the student's beliefs and a comparison of the student's beliefs with the principles and procedures of clinical work. This important step of establishing rapport with the student may be discussed by reference to the prevalent problem of choosing an occupational goal; similar illustrations could be taken from all other problem areas, as we shall see in our discussion of specific problems in subsequent chapters.

Students frequently assume that they need but to learn their score on an aptitude test and, *ipso facto*, their problem will be completely and permanently solved. Not only will the name of the one and only vocation be forthcoming from an aptitude test, but the desired success in that vocation will be achieved without effort on their part. Such are the naïve attitudes which many students exhibit to personnel workers. But counseling does not involve thus pulling a vocational rabbit out of a psychological hat. More than aptitude is required to achieve success. Skillful use of that aptitude and willingness, even eagerness, to use it are requisites equal in importance to aptitude (but not substitutes for it). One of the tasks of the personnel worker is to change

the student's expectancy of magic into an appreciation of the complexity and clinical nature of counseling procedures.

If it is not proper for students to approach the process of counseling with the attitude of a devotee of crystal gazing, neither is it proper that they and their parents should give equal weight to irrational attitudes and desires as compared with more dependable techniques of analysis. Many students believe their "liking" for a vocation and their "conviction" of aptitude for that vocation are equal in weight to more objective evidence as indicators of the possession of aptitude. Thus we find students insisting upon a certain vocational choice because "I like that kind of work"; or "I am certain I can do that type of work"; or "My uncle is a doctor and he told me I could become a physician if I tried hard enough." These statements are very frequently presented to the personnel worker as *evidence* of aptitude, often in spite of the fact that the student has a persistent record of failures in those school subjects which provide a preliminary tryout of aptitude for vocational training and therefore of aptitude for the vocation itself. In other words, the student has not learned how to weigh evidence of aptitude. His *desires* for success are thought to be evidence of aptitude equal in importance to, or more important than, an actual tryout or measurement of aptitude. Many students believe that they can go into a "Buddhistic huddle" with themselves and, by a process of psychological legerdemain and irrational thinking, wipe out lack of aptitude, thus becoming qualified for a desired goal.

The experiences of personnel workers with the techniques by which students choose vocations lead to the conclusion that each student needs an understanding of the *logic* of the choosing of a vocation, an understanding of the "how" of choosing. Thus we see that the counselor needs to explain to the student the *rules of evidence*—that certain things are admissible as evidence of aptitudes, *e.g.*, that desires for success alone are not evidence of aptitude. All this leads to the point that students must understand *how to make* a choice before choices *now and in the future* can be made with a probability of correctness and with enthusiasm for the results. Of course, some students do choose properly without understanding how they did it, much as some people retain their health without understanding the function of leucocytes. But modern medicine does not operate on the pious hope for

accidental and unconscious retention of health. In a similar manner, it were better if educators made vigorous efforts to increase the probabilities that valid choices be made. The fact that some correct choices are made without benefit of counseling does not argue for *laissez faire*.

Thus it is most important in counseling that the student understand how and why he has made a vocational choice. If he has been influenced in his choice by his father's wishes and judgment and if he has accepted these as evidence of his aptitudes, then he is not in a frame of mind to evaluate properly the counselor's review of the evidence for and against a certain choice. Not only are students and their parents prone to misinterpret evidence of aptitude because of their desires, but they also commit the error of failing to review and evaluate *all* the evidence. They have selective amnesia for that evidence which conflicts with their desires.

This emphasis upon the necessity of first understanding the student's approach to the problem of choosing a vocation is the result of the author's attempt to counsel students. He has persistently asked students, "Why did you choose this vocation?" and has as consistently received vague replies which convinced him that he first must devote time to explaining, as he understands it, the logic of choosing a vocation. This logical process involves collecting, reviewing, evaluating, rejecting, and accepting the evidence of experience, school grades, psychological tests, and other data. *Desires for success*, to which students and many guidance workers seem to attach such great weight as evidence of aptitude, *are thus seen as purposive strivings or motivations which must be tied up with the proper aptitudes and directed toward an achievable goal before the process of counseling is completed*. Counseling is far more complex than the formula—"analyze the occupation and the individual; then compare the one with the other until the properly matched pair is discovered." The following procedures should be added:

Collect evidence by clinical methods of diagnosis

Help the student to learn how to choose, to weigh evidence, to line up the evidence in such a logical, reasonable, and appealing manner as to assist him in interpreting its significance for his adjustments

Help the student to make an adequate plan for training the aptitudes he possesses in order to acquire the necessary skillful use of those aptitudes

Help the student to understand the psychology of motivation, to understand that the mere possession of aptitude is not a guarantee of success and that aptitude must be used skillfully if an achievable goal is to be reached.

SUMMARY

In this chapter we have outlined and described many of the steps, techniques, and tools used in analysis to acquire an understanding of the student in relation to the known requirements of his present and future adjustments. In analyzing preparatory to diagnosing and counseling, various types of data are collected by the use of analytical tools. These data provide the counselor and the student with dependable evidence of the student's potentialities for different types of adjustments. These analytic procedures are indispensable if the counselor and the student are to arrive at a diagnosis of the student and if counseling is to result in appropriate and satisfying adjustment. Much of what passes as counseling in educational institutions is not preceded by adequate analysis and is therefore sentimental advising no more effective than traditional methods of mass instruction.

Chapter 7. APPLYING ANALYTICAL TECHNIQUES TO STUDENTS' ADJUSTMENTS

The analytical techniques described in the preceding chapter may be further illustrated through their application to a number of problems experienced by students with respect to personality development, achievements in school, and the choice of an occupation. We shall discuss these phases of counseling in that sequence. As indicated in previous chapters, we take the position in this book that, except for certain types of therapeutic situations, personality should be analyzed in the counseling relationship.

COLLECTING DATA FOR THE ANALYSIS OF PERSONALITY

Counselors in schools recognize that students live not by grades alone but also by the subtle, but nonetheless real, satisfactions which result from adjustments congruent with hopes and desires. That the teacher's grades do not always completely satisfy students is indicated by the large number of scholastically successful students who are social misfits and who are also emotionally disturbed, if not unbalanced. It behooves the counselor, therefore, to seek evidence which will indicate, not only what emotional and social adjustment the student is actually making, but also what is perhaps of more importance, the extent to which the student is *satisfied* emotionally with his actual adjustments.¹

Analysis of this state of well-being is *not* achieved by asking the simple question, "Are you satisfied with life?" Students do

¹ Gardner Murphy, *Personality*. New York: Harper & Brothers, 1947, p. 539.

Muzafer Sherif and Hadley Cantril, *The Psychology of Ego-Involvements*. New York: John Wiley & Sons, Inc., 1947, pp. 118-130.

not usually "open up" thus easily unless the counselor has first established a deep, permissive relationship. Many students are either too shy or too sophisticated to reveal their emotional states by direct questioning in face-to-face situations except when they have confidence in the integrity, competency, and professional attitude of the counselor. Such rapport may require many interviews to establish; it cannot be forced by probing.

A hypothetical case will illustrate the need for analyzing and diagnosing personality problems. Suppose a student comes to a counselor with high academic ability, satisfactory marks, high educational achievement, and satisfactory vocational interest. What is troubling him and why does he seek counseling? He is unable to tell and hesitates to talk. Instead of putting him through a painful process of questions and answers, the counselor looks at his ratings on a personality test administered prior to the interview. The student may have satisfactory emotional scores, social scores, and health scores; but in regard to his attitude toward the family, he has a score which deviates markedly from that of the average student, indicating a serious attitudinal maladjustment. The counselor now has an indirect indication of why the student came. In actual fact, he did not really want to go through a long analysis of his vocational problem even though he presumably came in for that purpose. Instead, he wanted the counselor to perceive that it was his relationship with his father that was troubling him. He did not, however, want to reveal his problem directly. If the counselor had asked him question after question, he would have been very much annoyed, embarrassed, and emotionally upset. But with this indication of the difficulty, the counselor may then proceed to ask him *indirectly* how he gets along with his family, whether or not his father likes his vocational choice, his work in college, and things of that sort. Then the story is revealed—a long, complicated story of years of conflict with his father.

An alternative counseling method is found in the approach outlined by Rogers. This nondirective method calls for no analysis or diagnosis on the part of the counselor. Rather is the latter's sole function that of reflecting and clarifying the student's perception and acceptance of himself as he actually is. Still other methods of helping the student to analyze himself, with the as-

sistance of the counselor, are found in the use of projective test techniques.²

Why is the counselor interested in this type of problem? In the first place, it is the one point at which the student is in conflict with his environment. It is important, after all, *even though he may be getting satisfactory grades*. Grades are not the only problem of concern and importance to the counselor and to the student. Second, no counselor wants to see schools turn out graduates who have emotional complexes which may later burst out into all sorts of antisocial behavior or lead to vocational maladjustment. In other words, personnel workers want students to leave schools, not only with good technical training, but also with emotional balance and a philosophic serenity which will lead to a happy and well-adjusted life.

Indirect Techniques. Certain relatively indirect methods are available to indicate to the counselor these states of dissatisfaction. In addition to the chance remarks which students occasionally drop, a customary practice is to have the student fill out certain standardized personality tests³ before or during the counseling interview. Sometimes these tests are given to groups of students on the first day of school, along with intelligence and achievement tests, to locate those who need special and immediate counseling. Obviously, everything possible should be done to make the student feel that there is nothing unusual about

² See John E. Bell, *Projective Techniques*. New York: Longmans, Green & Co., Inc., 1948.

³ In a later section we shall discuss other methods of diagnosing personality traits, particularly those techniques which the counselor uses in the interview, *e.g.*, inference from the student's behavior and remarks in the interview, and the use of information about the student's family, social, and economic status to infer certain attitudes, social habits, etc. At this point, the author seeks to show the possible usefulness and weakness of personality tests.

For a description and evaluation of personality tests and methods see Bell, *op. cit.*

Edward S. Jones, "Subjective Evaluations of Personality." J. McV. Hunt, editor, *Personality and the Behavior Disorders*. New York: The Ronald Press Company, 1944, Chap. 4.

J. B. Maller, "Personality Tests." J. McV. Hunt, editor, *Personality and the Behavior Disorders*. New York: The Ronald Press Company, 1944, Chap. 5.

personality tests. Probably, the more casual the attitude of the counselor is toward these tests, the more significant will be the results. If the students think that someone is trying to "get something on them," they will "fake" their answers, and the results will be worthless.⁴ These personality tests provide valuable leads for interviewing, but they will not be representative of the student's real attitudes unless the student is in a cooperative frame of mind. Moreover, students may not answer truthfully if they believe that their answers will not be kept confidential. In certain cases, it may be better for the counselor not even to mention the results of the test; *i.e.*, he should not disclose to the student the results, but rather ask some of the test questions orally in the interview. Every reasonable precaution should be taken with these tests, as well as with all other case data, to make certain that the student continues to believe that all data and all relationships are confidential and professional. Students will not reveal their inner states to gossipmongers, sentimentalists, or to curiosity seekers.

*Personality Tests.*⁵ The untrained counselor sometimes assumes that there is one test which will give a complete, accurate

⁴ Similar "faking" can and does occur in the interview. But the skillful counselor can *usually* (not always) detect such evasions, even though he cannot always bring about a change in the student. Sometimes the counselor's relationship with such a student must be severed, since failure to "click" with the student precludes effective diagnosing or counseling. Every counselor, especially the untrained and inexperienced, must expect a number of such cases.

⁵ The reader is referred to "Measures of Personal Adjustment" in *Personnel Research and Test Development in the Bureau of Naval Personnel*, Dewey B. Stuit, editor. Princeton, N.J.: Princeton University Press, 1947, Chap. IX. In this chapter the authors describe in some detail their experiences in trying out old, and constructing new, tests of personality and checking them against the criteria of psychiatric interviews and predictions of adjustment in military situations. Psychiatric screening devices subject to research included symptom-oriented questionnaires in which the most valid items were those having to do with conversion symptoms; *e.g.*, the most valid item was one having to do with headaches. The second most valid item made a straightforward inquiry whether the subject considered himself nervous to any considerable degree or had been treated or had contemplated treatment by a doctor for nervousness (pp. 169-170). The authors attribute a large measure of this finding regarding the nature of validity of adjustment questionnaires to the nature of the validity criterion against which the items were checked—the outcome of the psychiatrist's interview

picture of a total personality. Actually, there are hundreds of personality tests, some of them good and some of them ineffective. Each one, however, measures only a few aspects of personality. There are tests of attitude toward the Chinese, toward law enforcement, toward education, tests of inferiority, tests of emotional conflict, tests of attitude toward teachers, and tests *ad infinitum*.

Some may question the importance, or significance for counseling, of tests of this type. Teachers have for many years taught facts and concepts, and there is little in many curriculums that has to do with attitudes and personality development. But experiences show that attitudes and emotions, if they are of an undesirable type, actually may inhibit learning in the classroom and prevent satisfactory adjustment in social relationships. For this reason, the personnel worker must deal with attitudes and emotions. After all, students are not intellectual machines; they are emotional human beings. Moreover, knowledge alone does not make for a satisfactory adult life. Individuals must have desirable social attitudes and emotions as well as the facts we teach in the classroom. In fact, a great many social problems arise from the fact that no one in the home, the family, the church, or the school has taught the student how to cultivate desirable attitudes and emotional balance. It follows that we can no longer leave it to nature to train students in the realm of normal personality development. The acceptance of this philosophy of education, of course, upsets the time-honored tradition of teaching only textbook matter.

Many times, teachers cannot detect or analyze those attitudes and emotions which inhibit learning. These attitudes do not always show themselves in behavior but are frequently concealed by the student, primarily because of the formal atmosphere of the classroom which prevents an individual from revealing his attitudes.⁶ This same restraint toward the teacher too frequently

with the subject. When prediction of actual adjustment and maladjustment becomes the object of research, then other validity criteria may yield different test items.

The relevancy of this conclusion for the interpretation of personality tests by counselors is evident and needs no elaboration.

⁶ Ruth L. Munroe, *Teaching the Individual*. New York: Columbia University Press, 1942.

operates even in personal interviews. Unfortunately, this condition obtains quite frequently at a time in the student's life when he is beset by many perplexing problems.

Even when students do reveal their attitudes in interviews, it is apparent that human judgment and estimates are sometimes wrong in interpreting these data.⁷ All attempts to have teachers rate personality have resulted in low reliability and validity of such data. For this reason, the psychologist has begun to develop, by the test method, more refined and precise *indicators* of emotions and attitudes. These tests provide more refined measurements than can be obtained by having untrained advisors interview the student. In one sense, these personality tests may be an indirect "giveaway" of a student's innermost attitudes. They permit us to identify personal interests of a nonacademic type, such as the social, civic, and emotional factors which often distract a student from learning. These personality tests, however, are not so precise nor so easily interpreted as IQ tests. They must be given and interpreted with a great many precautions. They are *indicators* rather than measurements of personality, and they provide leads for the counselor to follow in interviewing a student. Indeed, personality tests are most useful when taken by students *before* the counseling interview.

Anecdotal Records. In addition to the test method of analysis, many emotional and social problems will be revealed or identified by the anecdotal type of record. This is a method of recording the teacher's observations, impressions, hunches, and facts about students other than those exhibited or hidden in the teacher's grades. This method was discussed briefly in a preceding section and will not be discussed further here, except for one point. Many case data cannot be interpreted except in terms of the total personality and adjustment of the individual. For example, a test score has meaning largely in terms of its reference to other case data. Teachers who observe students in the classroom, in the homeroom, and on the playground have a splendid opportunity to see many types of behavior which the personnel worker can never see, since the latter is interviewing in a rather artificial situation in which the student does not always exhibit a true and representative part of his normal behavior. The teacher some-

⁷ Jones, *op. cit.*

times sees him in a different light and, therefore, can contribute data significant for diagnosis.

Such a less than complete revealing of attitudes may occur even under permissive conditions because of the depth and fixity of repression, or because of the social forces which influence the student's behavior. The determining force of social perception and group membership roles is discussed by Muzafer Sherif in *An Outline of Social Psychology*. No thorough study of counseling interviews in the light of these new psychological principles has yet been made available. But such an analysis is much needed to understand many of the subtle but crucial aspects of both the analytical as well as the therapeutic interview.

In addition to its value for analysis and diagnosis of students, the anecdotal record may prove to be the most useful method yet developed whereby teachers can contribute to the effectiveness of counseling. By this method they can supplement our incomplete case data; they can give indications of antisocial attitudes, indifference to learning, emotional behavior, and the like. Any school can begin a counseling program of great effectiveness by the use of this method, even though technical workers, psychological tests, and all other equipment are not available. This method is being used on the elementary school level, the high school level, and in some cases, on the college level with great success. Of course, these anecdotal data must be used in diagnosing by a trained counselor with caution as to the validity, and with due regard to the psychological insight, of the teacher who recorded the anecdote. The mere recording of observations does not guarantee their validity, relevancy, or importance.

Indeed, it is usually reported by administrators, who have attempted to introduce the anecdotal method in their schools, that many teachers either are unable to perceive any significant behavior to report or are able to see only problem or unfavorable behavior. Moreover, most teachers cannot control their tendency to interpret the behavior they observe and, therefore, report only their inferences. Without being aware of the inadequacy of their sampling and the dangers in hasty generalization, they glibly make diagnoses of "inferiority complex," "incurability," "feeble-mindedness," "mother fixation," etc.

Records of Activities. Much additional and significant data for diagnosing personality traits may be collected from the student's

participation in extracurricular and social activities.⁸ Unfortunately, only meager records are kept in most schools and colleges. About all the counselor can collect at present is a record of offices held, committee memberships, and the student's verbal reports of how many social dates he or she has "on the average." The counselor can only guess from observations made in the interview as to the student's social skills. Teachers may be trained to record significant data by the anecdotal method in this area of activities. At present, however, the counselor is forced to depend largely upon firsthand observations in the interview and hearsay reports from teachers and administrators. Consequently, diagnoses are often irrelevant if not invalid.

*Identifying Symptoms of Emotional Disturbances.*⁹ In identifying those students whose emotional experiences have been so upsetting and disturbing as to indicate the need of counseling therapy, it should be borne in mind that there is no one symptom which indicates conclusively that the student is maladjusted, either seriously or mildly. A combination of symptoms, or unusual behavior which persists, needs to be observed and interpreted in the light of the student's developmental background, the social forces, or the requirements and pressures of his social context. This is to say that a single instance of "queer" or unusual behavior is not to be analyzed in isolation but rather in the context of the individual's case history. This generalization may also be applied to analytical data from *every* area of the student's life.

Operating on the basis of these principles of observation and analysis, counselors should be sensitive in noting the presence of instances of behavior which, upon deeper and wider analysis, may prove to be *symptomatic indications* of emotional conflicts and maladjustments. The range and type of these symptoms are great, and only a few can be very briefly described at this point. The reader is urged to read widely and to broaden his range and accuracy of observation through supervised mental hygiene coun-

⁸ The psychological theory underlying this generalization is outlined in Sherif's book, *An Outline of Social Psychology*. New York: Harper & Brothers, 1948.

⁹ Adapted from Kate Hevner Mueller *et al.* *Counseling for Mental Health*. American Council on Education Studies, Series VI, Vol. XI, No. 8, pp. 22-34. Washington, D.C., July, 1947.

seling experience. A few symptomatic manifestations are outlined below:

1. Excessive, bizarre, slovenly, "outlandish" dress and manners may prove to be indications of emotional repression. Too immaculate appearance and overmeticulousness may indicate emotional rigidity. Indecision over details; restlessness; excessive irritability; impatience; unsatisfiable, "eager-beaver" work drive; inability to concentrate for long periods; excessive and persistent daydreaming; inappropriate giggling; habituated worried expressions; apathy; peculiar mannerisms; infantilisms; excessive sensitiveness to certain people, experiences, and ideas; and other behaviors of similar nature, may be outward signs of inner tensions needing further observations for confirmation and interpretation.

2. Wide, frequent, and swift variations in mood; persistent depressive feelings sometimes indicate temporary or even serious conditions of emotional instability requiring psychotherapy.

3. Long and deep periods of preoccupation with self-analysis, fears, anxiety states, lack of confidence, whether or not converted into physical symptoms of pain or disability, may indicate the need for deeper analysis by a competent therapist.

4. Persistent beliefs impervious to logical analysis, such as guilt feelings, superiority anxieties, inferiority evaluations of self, exaggerated self-references read into people and events—these and other rigid ideas will bear watching and scrutiny by competent analysts.

5. Deep and abrupt decline in intellectual efficiency and amnesia are often indications of profound emotional shock and require psychiatric attention.

6. Unsatisfying, ineffective, and bizarre relationships with others may indicate feelings of insecurity and rejection that need release and insight; unsatisfying or conflicting relations with members of one's family may indicate a state of sensitiveness or confusion; irregular behavior and overemphasis on sex are usually indications of unsatisfactory adjustments based upon repressions that call for therapy.

The wise counselor will begin the never-ending process of adding to and enriching the above *incomplete* list of examples of emotional disturbances which, when observed repeatedly in a number of social contexts or persistently in the same ones, indicate the need for analysis and therapy by a competent clinical psychologist, trained counselor, or psychiatrist. More will be said on this topic in later chapters.

*The Language of Maladjustment.*¹⁰

This is to say, that there is a language of personality maladjustment. You have to use a certain kind of language—or you have to use language in a certain way—if you are going to worry, or to regret, or to hate, or to develop and maintain an inferiority complex. Leaving any consideration of language behavior out of a discussion of personality would be somewhat like leaving the cheese out of a cheese soufflé. As a matter of fact, most of the key terms that we customarily use in talking about personality are seen, on close scrutiny, to refer somehow to reactions that are made to and with words and other symbols. To speak of attitudes, fears, hatreds, anxieties, conflicts, likes and dislikes, self-evaluations, delusions, etc., is to indicate, even though obscurely as a rule, those kinds of behavior in which language plays a heavy, often a dominant, role. . . . We shall be more concerned with those aspects of language which make the difference between confusion and efficiency, between misery and zest.¹¹

Johnson then proceeds to describe the *verbal* behavior which accompanies or symbolizes or *is* certain kinds of emotional and intellectual maladjustments. We shall adapt his descriptions as follows, quoting many of his incisive and choice descriptive sentences:

1. *Differences in verbal output* are to be found among the maladjusted. Both the *over-* and *underverbalized* seem to experience difficulty in expressing themselves with any degree of satisfaction to themselves or to others.

The *oververbalized* are those who (1) talk to avoid silence; (2) talk to conceal truth; (3) or use words “to serve the function of a great, nervously twitching proboscis with which they explore unceasingly in search of certainty.”¹² The first class of persons seem to have a “phobia of those awkward silent periods which occur even at the best-regulated dinner parties.”¹³ The second type has been described by the psychoanalysts as exhibiting *resistance* through “talking about irrelevancies, if at all, by way of refusing to reveal crucial information about himself.”¹⁴

¹⁰ This significant concept is extensively developed, from the viewpoint of speech pathology and general semantics, by Wendell Johnson in his intriguing book, *People in Quandaries*. New York: Harper & Brothers, 1946. See especially Chaps. XI to XIV. Our discussion is an adaption from Johnson.

¹¹ *Ibid.*, pp. 243–244.

¹² *Ibid.*, p. 245.

¹³ *Ibid.*, p. 245.

¹⁴ *Ibid.*, p. 246.

Such verbal smoke screens are the protective reactions resulting from the fear of revealing certain information. The third type of verbose individuals appear to have "a desire to escape from confusion into a realm of eternal verities."¹⁵

The field of philosophy is worn bare with the tracks left by these unwearying verbal hunters of the Absolute. But they are not all professional philosophers by any means. They bob up not infrequently in psychological clinics, stopping on the way, as it were, for linguistic repairs.¹⁶

On the other hand, underverbalized individuals may have developed speechlessness as a self-defense against the possibility of criticism and censure. Such a feeling may have arisen from continued experiences of social repressions, ridicule, and even punishment for earlier attempts to express opinions and convictions. After many such rebuffs they have perfected the silence method as the one least likely to cause them further punishment. Behind such adaptive silence is usually a concealed but intense hostility to those individuals or social institutions which produced this habitual silence.

2. *Linguistic rigidity* including *content* restricted in range and variability of the topics of speech; *formal* rigidity in the monotony of sentence form, style, word usage, mannerisms, etc.; and the continued and persistent expressions of beliefs, attitudes, and experiences which indicate *evaluational* rigidity.

With regard to the *content*, Johnson reminds us that these individuals exhibit "a relative lack of responsiveness to situations."¹⁷ They have a verbal one-track mind or "verbal monomania." "The most highly developed verbal specialists in the world are to be found in the insane asylums."¹⁸

Those persons with *formal* rigidity exhibit a pattern of speech, bookish, loaded with slang, profanity, or such remarks as "just lovely." This "invariability of verbal response" or "verbal mannerisms" often indicates that the individual has a "frozen language" which produces blockings in the attempts to adapt himself to new attitudes and conditions.

Individuals are like societies in this regard; when their language habits become too thoroughly fixed to permit effective evaluation of

¹⁵ *Ibid.*, p. 247.

¹⁷ *Ibid.*, p. 254.

¹⁶ *Ibid.*, p. 247.

¹⁸ *Ibid.*, p. 254.

changed and changing circumstances, they tend to exhibit more or less grave nervous and "mental" disorders. When the "map" no longer fits the "territory," disorientation in some degree is the inevitable result unless the "map" is revised.¹⁹

Cases of *evaluational rigidity* use language for the purposes of unconscious projection of their own maladjustments:²⁰

Maladjustments occur because of this, in that we tend to make and express highly similar evaluations of extremely different situations. This is to be seen with unusual clearness in what I have called *evaluative labeling*. This term is designed to emphasize our common tendency to evaluate individuals and situations according to the names we apply to them. After all, this is a way of saying that the way in which we classify something determines in large measure the way in which we react to it. We classify largely by naming. Having named something, we tend to evaluate it and so to react to it in terms of the name we have given it. We learn in our culture to evaluate names, or labels, or words, quite independently of the actualities to which they might be applied.

Surely no observing adult in our society has any least doubt of the overwhelming potency of our common verbal taboos, our tendency to evaluate words or labels as though they were in and of themselves as real as what they are assumed to label. It is almost a matter of destiny, for example, for a child to become labeled as a "stutterer," or as "awkward," or "lazy," or "stupid," or "delinquent."²¹

Johnson sums up a large part of his concept of the role of language in maladjustment in this quotation which has even more pertinency for counselors than it has for students as clients:²²

People can be made deathly sick by symbols. They can be driven to wild distraction and to the most disastrous behavior by words, particularly when those words refer to their deeply personal concerns and disturb their self-evaluations. There are many cases in which a diagnostic label may sicken the patient quite as much as it may en-

¹⁹ *Ibid.*, p. 257. Johnson reports, in the appendix of *People in Quandaries* (pp. 258, 500-502), the results of research which indicate that formal rigidity occurs most frequently in the language of younger children as contrasted with older children; children of low intelligence as contrasted with those of high intelligence; schizophrenic patients contrasted with university freshmen.

²⁰ *Ibid.*, p. 261.

²¹ *Ibid.*, p. 264.

²² *Ibid.*, p. 266.

lighten—or confuse—the physician. It is this fact, very significantly, that we are talking about when we speak of treating the patient as well as the disease. Insofar as a diagnosis represents and fosters evaluational rigidity in the person who applies the diagnostic label and in the one to whom it is applied, it aggravates the condition which it names.

COLLECTING DATA FOR ANALYZING SCHOLASTIC APTITUDE²³

In searching for evidence of scholastic aptitude, the counselor makes use of scholastic-aptitude tests, standardized achievement tests, and teachers' marks. These types of data should be examined and an attempt made to evaluate their usefulness for diagnosing.

Scholastic-aptitude tests have been used for years, and it is probable that most of our student population has been given an IQ test at some time or another. We turn to the question of how to use scholastic-aptitude tests of the type of the American Council on Education Psychological Examination. These tests

²³ The reader is referred to the following books for more extensive orientation in this aspect of analysis:

Helen Bragdon *et al.*, *Educational Counseling of College Students*. American Council on Education Studies, Series VI, "Student Personnel Work," Vol. III, No. 1. Washington, D.C.: American Council on Education, April, 1939.

Albert Beecher Crawford and Paul Sylvester Burnham, *Forecasting College Achievement*, Part I, "General Consideration in the Measurement of Academic Promise." New Haven: Yale University Press, 1946.

John G. Darley, *Testing and Counseling in the High School Guidance Program*. Chicago: Science Research Associates, 1943.

Lincoln B. Hale *et al.*, *From School to College*. Yale Studies in Religious Education, No. 11. New Haven: Yale University Press, 1939.

Oscar Kaplan, editor, *Encyclopedia of Vocational Guidance*, 2 vols. New York: Philosophical Library, Inc., 1948.

Max McConn, *Planning for College and How to Make the Most of It While There*. Philadelphia: Frederick A. Stokes Company, 1937.

Ruth Strang, *Educational Guidance*. New York: The Macmillan Company, 1947. See especially Chap. II, "Self-appraisal."

Arthur E. Traxler, *Techniques of Guidance*. New York: Harper & Brothers, 1945.

Ralph W. Tyler *et al.*, *New Directions for Measurement and Guidance*. American Council on Education Studies, Series I, Reports of Committees and Conferences, Vol. VIII, No. 20. Washington, D.C.: American Council on Education, August, 1944.

are very short simple methods of diagnosing learning ability and, by comparison with other individuals of the same age and grade status, of providing data for predicting an individual's chances of success in academic competition. Moreover, we may determine the minimum amount of learning ability necessary to succeed in a particular course, curriculum, or school.

In order to have the results of these tests mean anything, they must be given under standard conditions and with alternate and comparable forms, in order to measure the exact amount of change. If a counselor gives a Pressey test one year, a Terman the next year, and an Otis test the third year, he may be unable to interpret the different scores, since he has used a different set of norms for every test. For this same reason, many of the test scores given in the usual case record are worthless for individual diagnosis. There is no information as to the form of the test, the date of the test, who gave the test, whether he was a qualified examiner, whether scoring was accurate, what norms were used, etc. Therefore, many of the diagnoses of academic aptitude made today are unsound as bases for prognosticating an individual's academic future. Repeated testing with comparable tests is necessary for thorough diagnosing.

Even with repeated testing, the clinician expects to discover variations among the scores of individual students. Human ability apparently does not grow in a straight line; there are ups and downs in the curve. Therefore, we should not be disturbed if there are fluctuations in scores from year to year. Moreover, the use of different tests, such as the Miller and the Terman, yields fluctuations in scores because these tests are interpreted with norms from different populations which are frequently not representative.

Once more a warning must be sounded, as it has been frequently during the past thirty years. Academic aptitude or intelligence tests do not measure anything more than learning ability. They do not measure a student's willingness to use that ability or his skill in using it. Thus we find that many pupils with high test scores actually fail in their studies. As a matter of logic, there is not just one secret way to succeed in school, *viz.*, by being born with a high IQ. Rather, there are at least three factors involved in academic success: (1) aptitudes, (2) skillful use of aptitudes, and (3) willingness, drive, motivation, or ambition to

use aptitudes in scholastic and job competition. It is probable that a pupil deficient in any two of these three factors will have great difficulty in attaining and maintaining scholastic success.

*Achievement Tests.*²⁴ Another source of evidence of scholastic aptitude is found in standardized achievement tests such as the tests in the Iowa and the Cooperative Test Service series. Both of these series provide a large number of comparable forms of examinations. These tests permit measurement of a pupil's growth in English, sciences, mathematics, and other areas of knowledge. Such tests are superior to the ordinary teacher's examinations. They are not restricted to any one course of study or syllabus or curriculum but are more general and basic in their content. They have been constructed by a group of experts who have searched for fundamental elements in learning.

Such tests provide a stable, valid, reliable, and standard yardstick for comparison of pupils and for prognosis of success in scholastic competition. Of course, one standardized English test given in the seventh grade will not necessarily yield a score which fixes for an indefinite time a student's standing in relation to others in his class. Here again, there are ups and downs in growth, and we must expect to find certain minor fluctuations, or in some cases major fluctuations, due to distractors which interfere with an individual's learning. A clinically trained worker may often detect when a low test score is actually representative of low achievement and when it is representative of failure to follow directions, to understand directions, or to do one's best.

From the personnel point of view, the most important feature of standardized achievement tests is that they furnish a record of growth resulting from out-of-class activity and study. Teachers often falsely assume that cerebral activities cease when the ending class bell rings, that the student does not learn unless he is taught. Indeed, most teacher-made class examinations are constructed on those assumptions. It so happens that these standardized achievement tests, since they do not exactly parallel any of our narrow curriculums, permit us to measure incidental learning outside the classroom, *i.e.*, self-propelled learning. For example, the Cooperative Contemporary Affairs Test is a measure of the amount of knowledge an individual picks up by reading

²⁴ Ben D. Wood and Ralph Haefner, *Measuring and Guiding Individual Growth*. New York: Silver Burdett Company, 1948.

magazines and newspapers on current affairs. In colleges having no such organized course in the curriculum on this topic, high test scores indicate that an individual learns something in this area without direct instruction. There is reason to believe that this type of learning is basic to the realization of one major educational objective, *viz.*, the development of adults who will be trained to assume citizenship responsibilities.

Another important use of standardized achievement tests may be their substitution for the present unreliable criteria of academic success. Most teachers' grades are really *estimates* of the amount of knowledge possessed by the pupil. All efforts to predict those estimates have been unsatisfactory, largely because of low reliability and validity of the criterion and because of variability in standards and meaning from one teacher to another. With a more valid and stable criterion of academic growth, accuracy of prediction may improve. If we can get such a stable criterion which is reliable, valid, and meaningful, then it may be possible for us to predict with a greater degree of accuracy and, therefore, to guide pupils into various types of curriculums with more certainty.

Achievement tests are used for still another purpose. Teachers' estimates of knowledge are sometimes influenced by personal relationships with the pupil. The teacher may be influenced far too much by the behavior of the quiet type of student and, consequently, underestimate the amount of knowledge he actually possesses. In other cases, she may overestimate a student's knowledge because of his high degree of skill in social relationship. Again, if a boy is particularly obstreperous in the classroom, the teacher's grades tend to be colored by this disagreeable relationship. The use of standardized achievement tests with proper norms will provide a way of checking this error in teachers' grades.

Teachers' Grades. Despite errors in specific grades, the average of all high school grades continues to be the best *single* predictor of average grades in a number of colleges. But grades in specific high school courses, mathematics, for instance, correlate low with corresponding college grades. This higher degree of relationship between average marks in adjacent levels of the educational ladder may be due to one or more of three possible causes. In the first place, grades are a composite measure of

ability, skill in the use of that ability, willingness to work, ambition, skill in impressing teachers, conformity to classroom discipline, and docility. The higher validity correlation of grades may be due to the fact that they are more inclusive measures of grade-getting aptitude than are psychological tests. Second, both high school and college grades are subjective and dependent upon the factors just mentioned, factors which are equally present in determining grades in different subjects, while tests are objective measures of knowledge; *i.e.*, grades may measure overlapping factors which remain relatively constant in adjacent levels of education. It has been suggested by Toops (in private correspondence) that college teachers may be perpetuating the errors present in high school grading. If this is true, one should expect to discover a high degree of agreement. Third, in the averaging process of either high school or college grades, the overestimates of some teachers may be compensated for by the underestimates of other teachers, resulting in a stable and *valid* index of prediction, even though such indexes are not so *reliable* as tests, as is indicated by the conventional odd-even reliability.

However, caution must be observed by the counselor in colleges in interpreting grades from different high schools. The counselor must interpret the high school grades of a particular student in terms of the ability of the rest of the student body in the school from which he comes. There are wide differences in average ability in different high schools, and a high grade rating from one school may be less promising for college achievement than a low rating from another school. This is shown by an investigation of over 7,000 seniors in 50 Chicago high schools, where it was found that mean scores on the American Council Psychological Examination varied among the schools from 65 to 220.5 points. Admitting to the University of Chicago the upper tenth of the seniors in the lowest rating school would have reduced the scholastic aptitude of the freshmen class, while admitting the entire graduating classes from some of the other schools would not have reduced the average of freshman ability.²⁵

²⁵ Aaron J. Brumbaugh, "The Selection and Counseling of Students at the University of Chicago," reprint from "Provisions for the Individual in College Education." *Proceedings of the Institute for Administrative Officers of Higher Institutions*, Vol. 4, p. 56, 1932.

Obviously, B grades from the lower rating schools would not be so promising for college achievement as B grades from the higher rating schools.

It is apparent, therefore, that school grades have usefulness as indicators of vocational and educational aptitudes when the various conditioning factors and errors are recognized and identified and when grades are used as general indicators of subsequent academic success.

*Collecting Data for Diagnosing Vocational Aptitudes.*²⁶ We turn now to a consideration of the types of data available for diagnosing vocational aptitudes. The counselor seeks dependable data which indicate that a student has an adequate amount of those aptitudes required in particular occupations. Unfortunately, we know far too little concerning these aptitudes. As for techniques of analyzing aptitudes, our knowledge is equally deficient. Although much information is available, its quality and validity are far from perfect—a state of affairs to be found in every profession dealing with human adjustments.

Aptitude Tests. The so-called “vocational-aptitude tests” are few in number. There are satisfactory tests for clerical work, mechanical aptitudes, art appreciation, basic musical abilities, and a few others, which provide a basis for predicting a pupil’s probable success in competition with other individuals with similar aptitudes. In other words, vocational-aptitude tests may be used in much the same way as academic-aptitude tests have been used, except that the former tests point an individual toward competition in a nonacademic type of training and occupation. The use of these tests will be discussed in greater detail in later chapters dealing with specific problems of vocational choice.

Vocational-interest Tests. Under this topic of vocational tests, special emphasis should be given to what is perhaps one of the most significant inventions in the testing field since the Stanford-Binet, *viz.*, tests of vocational interests.

²⁶ Kaplan has edited an extensive encyclopedia of reviews and summaries of research studies and descriptions of aptitude and other types of tests and techniques usable in vocational guidance. See Kaplan, *op. cit.* The most recent, comprehensive, and authoritative review of aptitude tests is by Donald E. Super, *Appraising Vocational Fitness*. New York: Harper & Brothers, 1949.

For high school and college students, the Strong Vocational Interest Blank is a satisfactory test.²⁷ It has been standardized, *not on students, but on successful adults*. The interests measured by this test are not to be confused with the *expressions* of interests elicited from students in interviews. These latter interests frequently are surface interests; therefore, a counselor should expect to find many discrepancies between "claimed" and measured interests. The interest blank permits an analysis of the extent to which an individual's basic dislikes and likes are comparable with those of successful men and women. In other words, if a student has interests similar to those of a doctor, it is likely that he will find medical work congenial and that he will be successful, provided, of course, that he has the other requisite abilities.

A second interest test, the Kuder Preference Record, is widely used by counselors in high schools and colleges. By its use, scores are obtained on the following nine occupational fields: mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. The test is used to help a student identify the general areas of work in which he possesses some interest. Then the counselor proceeds to discuss with him the specific occupations available to him in a general area of interest. For example, a student with a 75th percentile on the "mechanical" key might consider the many specific occupations listed in the manual, from airplane mechanic to welder.²⁸ Thus the Kuder test is used as a screening device to narrow the field of possible interest for a student. A summary of research studies on the reliability and validity of the test is included in the manual. Mean profiles of a number of occupational groups and of students preparing for various occupations are also included in the manual.

Counselors should use such an interest test for a number of reasons. The objective of prediction studies is to isolate, evalu-

²⁷ The most exhaustive summary of significant research on this test is in E. K. Strong, Jr., *Vocational Interests of Men and Women*. Stanford University, Calif.: Stanford University Press, 1943. See also Harold D. Carter, "Vocational Interests and Job Orientation." *Applied Psychology Monographs*, No. 2. Stanford University, Calif.: Stanford University Press, May, 1944.

²⁸ *Revised Manual for the Kuder Preference Record*. Chicago: Science Research Associates, 1946, 30 pp.

ate, and utilize tests of those aptitudes which are the minimum required for success in a particular course of study. For example, a research program in a school of medicine would be directed toward developing a battery of tests and determining a threshold of test scores below which an individual has practically no chance of succeeding. In addition, the counselor wants to locate a course of study in which the student has the best possibilities for satisfaction and enjoyment. For this latter purpose, the interest test need not correlate with college grades. A student scoring high on the medical key on the test would not necessarily get high grades, *unless* he also possessed and *used* effectively the required aptitudes. But since vocational interests are involved in adjustment, the counselor uses this test to find the sequence of courses from which the student possessing the required amount of ability will derive greatest satisfaction. Grade success alone is not enough; the student must enjoy, and be well adjusted to, the course. Given the minimum aptitude, a student may succeed in the required courses of study. But he may not attain so high a degree of success or be so well satisfied and adjusted as in a course of studies which are more in line with his basic likes or interests. The counselor wants to know, not only if a student has the minimum of required aptitudes, but also if he has the possibility of being psychologically satisfied with his work and his success. Interest tests provide data for making such a diagnosis, but they must be supplemented and tested against the intangible fragments of data collected by the counselor in the interview. These tests, of course, should not be used mechanically, since a diagnosis cannot be made *merely* by perceiving high ratings on the various keys of the test.

In the case of young students, interest tests must be used with special discretion, since such students may not yet have developed crystallized patterns of interest.²⁹ For the competent counselor, however, such tests provide a means of identifying the irrational and unachievable goals of overly ambitious students. They measure a trait which may be as basic in importance to academic and adult adjustment as that measured by aptitude tests.

Clinical experience indicates that some students have one pattern of measured interests which may be used in a number of

²⁹ Carter, *op. cit.*, p. 48.

different occupations in a particular field of work.³⁰ Other individuals may have at least two patterns of interests which often conflict with each other, *e.g.*, scientific and commercial interests. This conflict may lead the student to conclude he is "not good for anything" or that he does not know what he wants to do. The counselor must point out to him that he has valid interest in two fields and that his inability to decide does not mean that he is incompetent in either. The counselor's task then becomes one of suggesting an occupation requiring both patterns of interest. Occasionally we find a student who has no clear-cut pattern whatever and who receives all B-'s or C+'s on the Strong test. Strong believes that many such individuals enter business occupations. Other students with low ratings may possess basic interests in occupations not now covered by the test. In another student with low test rating, the counselor looks for an emotional disturbance which may have prevented him from revealing his true likes and dislikes. In some cases, failure to follow directions in taking the test may be the cause of low ratings. Another possible factor which may lead to ambiguous results on interest tests is low academic ability. Individuals with IQ's below 90 or 95 either do not know how to fill out this blank so as to reveal their true interest pattern or actually do not have a differentiated pattern of interest.

With the above cautions, a counselor may use interest tests to provide a basis for encouraging young people to prepare for a goal which measures of abilities have shown to be achievable, and to reassure them that they will find the work congenial. It is just as necessary to have a measurement of interest as it is to have a measurement of academic ability or any other type of aptitude. We cannot assume, simply because a student *says* that he is interested in becoming a doctor, that he is *actually* interested. Many students who want to be doctors lack the requisite ability; it is equally true that many of them lack the necessary technical interests. Many students who "liked" their high school chemistry course and therefore enrolled in the chemistry course in college, soon discover that they have a layman's interest in science and not a technician's interest. Many such students could have been

³⁰ J. G. Darley, *Clinical Aspects and Interpretation of the Strong Vocational Interest Blank*. New York: Psychological Corporation, 1941.

diagnosed by means of an interest test and diverted from academic competition of a type uncongenial to their interests. While it is true that such tested interests are not correlated directly with school grades, yet Strong's research shows that measured interests do play a dominant role in job placement, satisfaction, and success. In other words, the interest test does not measure traits related directly to school marks but rather those related to successful and satisfying adjustment on the job itself.

School Grades. Another popular method of analyzing vocational aptitudes, used widely by counselors both in high school and college, is through the use of school grades. If a student gets high grades in high school mathematics, physics, and chemistry, he and his counselor assume that he has exhibited aptitude for one of the engineering or chemical professions, possibly even for medicine. This diagnostic interpretation of school grades assumes that a student's performance, and the *significance* of the performance as indicative of aptitudes, have been adequately evaluated on a universal yardstick by the teacher. Moreover, aptitude and grades are thought to be perfectly related. But the numerous variables involved in grades are mixed in unknown proportions, making it difficult, if not impossible, to interpret grades as indicators of aptitudes. Grades are based also on relative standing within competitive groups and do not measure the performance of the individual in relation to universal standards of performance. For these, and other reasons, teachers' marks should be used only as rough *estimates* of achievement.

*Judgments of Adults.*³¹ The common-sense judgments of adults constitute another method used for analyzing vocational aptitudes and interests. Some adults talk with students for a few minutes (or "watch" them for years) and advise them as to aptitudes and desirable occupational choices. Such amateur counselors assume that they are good judges of men and that, as amateur psychologists, they may appropriate to themselves professional prerogatives. Some such adults assume that students not feeble-minded have multipotentiality for vocational success. Sometimes earnestness and honesty are considered to be not only substitutes for ability, but more important than ability. While this common-sense method can be used to identify students *obviously* dis-

³¹ See Harold E. Burt, *Principles of Employment Psychology*. New York: Harper & Brothers, rev. ed., 1942, Chap. XII.

qualified for a type of vocational competition, yet it cannot yield valid measurement of abilities.

Parents' Judgments. Frequently it is the parent who judges the aptitude of the student. Father chooses for the son on the assumption that "father knows best." But the counselor recognizes the prevalence of irrational family pressures such as (1) the idealization of certain jobs, (2) the projection of father's frustrated ambitions, (3) the "inheritance" of choices or family traditions, such as having at least one lawyer in every generation, and (4) the pressure to improve family socioeconomic status through the children. Parents are nearly always prejudiced in favor of their children and assume that, whereas the neighbor's children may have defects, there are none in their own—such defects would cast a reflection upon the parents themselves. Despite all these errors, some parents continue to bring pressure to bear upon children with regard to vocational choices. Although some parents can give to the counselor valuable data, comparable to the teacher's anecdotes, as to the student's work interests, the counselor must use caution in interpreting such data.

Teachers' Judgments. Frequently, students request teachers to judge capabilities for occupations. Usually, the teacher's observations of the student's capacities are restricted to the classroom type of behavior and to the academic-cloister point of view, which factors often result in a tendency to ignore problems of job placement. In many cases the teacher's judgment merely reflects the student's own expressed interests or is colored by personal relationships with that student. In other cases the teacher's judgment suffers from a sentimental belief that, since the student is alert and orderly, he must have aptitude to do what he thinks he wants to do. Most teachers have had no special training or skill in diagnosing aptitude. Many of them are as much amateurs in this field as are most parents.

Influence of Other Students. Very frequently, students are unduly influenced by the vocational choices of their classmates. This adolescent type of herd-mindedness assumes equipotentiality of aptitude. The point of view that "I am as good as my classmates" exhibits lack of self-understanding and objective self-appraisal. Back of this basis of choice is the student's desire to be respected and well thought of by his associates—to choose less than the highest professional level is to lose face with one's

associates. If his classmates go to college, he says, "I must go to college in order that they will not look down on me."

*Character Analysis.*³² Many students believe that one can judge vocational aptitudes, as well as other personality characteristics, by means of so-called character analysis, *i.e.*, by inspecting external anatomical features such as height of forehead, contour of cranium, and profile. Various methods of character reading have been studied experimentally time and time again and found wanting, but they continue to have a very widespread, popular appeal. At best, such systems have chance accuracy and are based upon false notions concerning the function of anatomy in psychology. People do differ with respect to physical make-up, but no serious research has established that these external signs are directly or significantly related to aptitudes or other character traits. For example, there is no proof for the supposed relationship between the jutting chin and the character trait of determination. Such analyses are based upon faculty psychology, which is little more than a reification of verbal symbols. The "mind" is thought of as made up of particular divisions corresponding to the names we apply to different character traits. Methods of character analysis are no more accurate than tossing a coin and saying, "Heads, I'm smart; tails, I'm dumb."

Interviews with Successful Men. The technique of interviewing successful men is very widely used as a means of identifying aptitudes. This technique is necessarily based on the assumption that these men have ability to identify aptitudes by talking to students; but many times these interviews result in little more than subjective personal estimates on the part of the men interviewed. Moreover, the information about jobs acquired by the student in such interviews often is unreliable, being based upon personal and local experience only.

Vocational Experiences. Many students try out their aptitudes by work experiences such as summer work or afterschool work. Frequently, this method suffers from the inadequacy of the sampling of various types of jobs. Unfortunately, some jobs may be sampled only after advanced training. For example, in law and medicine at best a student can merely observe the lawyer and doctor in action which does not yield a tryout experience. More-

³² Burt, *op. cit.*, Chap. II, "Pseudo-psychology."

over, where tryouts are possible, the evaluation of the diagnostic significance of these vocational tryouts is limited by the errors of the employer's judgment. The fact that one employer thinks the student has no aptitude for a certain job does not give universal validity to that judgment. Sometimes, what little vocational experience a student gets is entirely unrelated to his vocational objectives and choices, being incidental to immediate financial problems rather than to diagnosis of aptitudes. But actual experiences in a job, such as those arranged now by many colleges and some high schools, do yield a better understanding of working conditions, employers' attitudes, and similar important knowledge.

Industrial Trips. Related to the method of vocational tryout is the observational industrial trip which suffers from the limitation of the available types and varieties of businesses and the jobs to be observed. Rural pupils have little opportunity to see a variety of different jobs. Many times the students on these trips look at the job through rose-colored glasses and idealize it, missing the seamy side of the job.

Cooperative Work and School Experiences. Increasing use is made of cooperative relationships between the school and industry whereby a student spends some time actually working on a job under supervision, alternating with periods of related classwork. This method may yield too short a sample and may be restricted to certain types of jobs, again with the employers' variable judgments of the students' qualifications and aptitudes. The method appears to have far more validity with respect to teaching the student what is required for his satisfactory adjustment to a particular job under a particular employer and has less significance as an analysis of aptitude for this type of work in general. Some type of dependable, though tentative, analysis should precede such experiences.

Hobbies. Many counselors depend upon the student's hobbies as a means of analyzing and identifying his aptitudes and interests. If a student has successfully built airplanes or has reconstructed the family automobile, it is assumed that he has mechanical ability and should, therefore, go into engineering. Often, prejudiced observers evaluate the quality of these unstable interests or hobbies. Many hobbies, however, are based upon passing adolescent interests and not upon technical or work interests. Many hobbies exhibit or express interests which cannot

be used vocationally and must be expressed through avocational outlets. For example, students may be interested in art and writing as a part of high school activities, and yet they may not be interested in, or capable of, the more difficult and technical work of a commercial artist or newspaper writer.

Vocational Information. One of the most popular methods of analyzing aptitudes is the use of vocational information secured through the reading of books. This technique is based upon the assumption that the student needs to be informed about the job itself in order to determine whether he has any interest in, or aptitudes for, that type of work. Sometimes no mention is made of the student's need to *determine* his ability for this type of work except by self-analysis. The student's expression of interests is assumed to be correlated perfectly and positively with ability. Frequently, the student is encouraged to do his own diagnosing of aptitudes and interests. The assumption is made here, as in the case of the observational trip, that the student can identify this congruence by an intuitive process.

Claimed Interests. In another method of analyzing aptitudes, the student's claimed or expressed interests are assumed to be based upon aptitude. Hopes and desires for success and conviction of the possession of aptitudes are thought to be evidence of the actual possession of these aptitudes. Each student thinks of himself as having unrestricted freedom of choice and that the entire world is his parish; that all he needs to do is to choose on the basis of interests. This method ignores the variability of aptitudes and the differing standards of competition used by employers in evaluating quality of work. Knowledge of the immaturity of student thinking and judgments, the irrational bases for choice, inadequate experience and observation, wishful thinking, pressure of family and friends, desire for a status of security, and the white-collar illusion should cause a counselor to hesitate to place much credence in this method of analysis. No one would undervalue the importance of a student's enthusiasm for a particular type of work as indispensable for success, but one would contend that aptitude in addition to valid interest is required for success. Moreover, interest and aptitude are not directly related to each other. One student may have aptitude with no desire to use it, another have interest with no drive to satisfy it, while

still another may possess interest with no aptitude to use in working for an employer or teacher.

Irrational urges to acquire money or social status often lie behind students' expressed interests. The desire for economic security and for certainty of employment leads to more attention to the variety of jobs *theoretically* open to the student than to the student's own qualifications and aptitudes in relation to the available jobs. High school commencement speakers often induce the conviction that a college education will guarantee a job *regardless of aptitude*. As a result, the student's expressed interests are based many times on this concept of the dollar-earning value of education. Very rarely does the student diagnose his own interests objectively and dispassionately. Generally, he forces himself to simulate an interest in order to achieve certain rewards and goals which he thinks are desirable. At the same time he ignores the question of whether he has qualifications for successful competition in the type of work he is undertaking. *Skillful analysis by qualified counselors is required to determine when these expressed interests are real and when they are imagined.*

SUMMARY

In this chapter, we have described some of the available analytical techniques for use by counselor and student in arriving at a better understanding of the student's personality, background learnings, educational aptitudes, and vocational aptitudes. In the next chapter we shall describe the methods used in interpreting these analytical data for purposes of diagnosis.

Chapter 8. THE ART OF DIAGNOSING¹

After collecting analytical data, the counselor and the student search for a pattern of consistency in them. Such a pattern may describe and explain the student's characteristics and indicate the possible and desirable treatment, therapy, or counseling which should be carried out by the student and the counselor. Such a diagnosis-pattern may also be defined as a terse summary of problems, their causes, and other significant and relevant characteristics of the student, together with the implications for potential adjustments and maladjustments. The process of searching for such a pattern is called *diagnosing* and differs in personnel work from the corresponding procedure in medicine, where diagnosing refers to the discovery of those physical conditions which cause disease and where it is oriented primarily toward pathological conditions. But in counseling, diagnosing is concerned with both normal and problem students. The counselor does not restrict his diagnosing to problem students only. He is equally interested in the normal student whose personality may be stable and favorable. In advising such a student the counselor seeks an understanding of assets, not merely liabilities, in order to anticipate future adjustments. *It is perhaps even more important that normal students be diagnosed than that pathological cases be understood.* To an increasing extent, the major emphasis in personnel work is directed toward the prevention of student problems by means of diagnosing them *before* they cause serious maladjustments. Diagnosing is as necessary in prevention as it is in rehabilitation, and the reader should bear in mind that the term refers to the synthesizing of significant data descriptive of either type of student.

¹ As we pointed out at the beginning of Chap. 5, the term "diagnosing" is used by some personnel workers to include analyzing, synthesizing, and interpreting data about the student. We limit its meaning here to refer to the processes involved in interpreting data.

The making of a diagnosis is a process in logical thinking or the "teasing out," from a mass of relevant and irrelevant facts, of a consistent pattern of meaning and an understanding of the student's assets and liabilities, together with a prognosis or judgment of the significance of this pattern for future adjustments to be made by the student. Strang describes the process thus: ²

The good interpreter of case study data has a repertory of sound generalizations and a constructive imagination which enables him, tentatively and with proper reservations, to go beyond the data in reconstructing the total background of the case and in seeing probable cause and effect relationships. Systematically, he first examines the data for accuracy, completeness and relevancy; then formulates the most plausible interpretations; and finally, evaluates these tentative interpretations with the purpose of arriving at a best judgment.

In his book, *Aptitudes and Aptitude Testing*, Bingham uses the term "inferring" to describe the process in logic by which the counselor estimates or judges a student's vocational (and educational) aptitudes from such data as test scores, school grades, and work experiences. In this book, the term "diagnosing" is used in much the same way to cover the discovery of both assets and liabilities in all areas of the student's life. In the case of maladjustments, diagnosing refers to the determination of factors, experiences, or conditions which operate as causes. In the case of normal students, diagnosing refers to the discovery of assets which predict successful and satisfying adjustments in future situations. Not only should the clinical counselor diagnose both normal and problem students, but he must also diagnose in all areas of each student's life since the same pattern of assets and liabilities may have significance for many, if not all, areas.

Diagnosing is the opposite of analyzing in which a piecemeal segmentation of students takes place. In the process of diagnosing, the counselor and the student put the pieces together into a pattern and then describe that pattern with respect to past, present, and future adjustments. Obviously, this synthesizing is not a mere additive process in which segments of personality are piled one upon another. The counselor perceives the dynamic

² Ruth Strang, *Counseling Technics in College and Secondary School*. New York: Harper & Brothers, 1937, p. 47.

and multidimensional character of personality and thus seeks an understanding of its unique pattern or individuality.³

Diagnosing is not performed by the counselor working alone. It is not merely an attempt to observe microscopically the mass of protoplasm called "Student A." Rather, it is a *cooperative undertaking with the student taking major responsibility in the understanding of himself in so far as he is intellectually able and emotionally willing to do so*. Obviously, students differ in the extent to which they need the assistance of adults to achieve self-understanding. But this does not imply that the adult monopolizes the diagnosing. Rather, he seeks to encourage and assist the student to a better self-understanding. But there are many situations in which the student is temporarily unable to think clearly of his own problems. In such cases, the counselor must assume the major responsibility to assist the student to develop a state of readiness and ability to do his own thinking. Indeed, counseling is by its very nature a methodology of assisting those who need such assistance. Without such a need of assistance, in its many different types, there would be no *raison d'être* of counseling.

With the above general principles as a point of departure, we now proceed to a discussion of *the techniques by means of which the counselor arrives at his own interpretation or diagnosis*. The fact that we limit ourselves at first to a discussion of the counselor's role in diagnosing does not imply that he ignores the student. The part played by the student will be discussed in later chapters.

³ For discussion of diagnosing from the viewpoint of a clinical psychologist, see Edward M. Westburgh, *Introduction to Clinical Psychology*. Philadelphia: The Blakiston Company, 1937, Chap. 2.

Wendell Johnson, *People in Quandaries*. New York: Harper & Brothers, 1946, pp. 404-410.

Robert I. Watson, *Readings in the Clinical Method in Psychology*. New York: Harper & Brothers, 1949, Part III, Diagnostic Methods.

M. S. Viteles, "A Dynamic Criterion." *Occupations*, Sec. I, Vol. XIV, pp. 963-967, June, 1936.

For a brief sketch of the historical development of clinical psychology see Morris S. Viteles, *Industrial Psychology*. New York: W. W. Norton & Company, Inc., 1932, pp. 34-36.

INCOMPLETE DIAGNOSING

Many counselors attempt to diagnose on the basis of fragmentary data. For example, an A rating on the Strong test is frequently used as the sole basis for occupational counseling. In some cases, however, an A rating in engineering and a B rating in office work on an interest test, coupled with *low* mathematical aptitude, may be diagnosed as unfavorable qualifications for engineering despite adequate interests. All possible data must be utilized if the diagnosing is to be valid, and both low and high test scores must be synthesized into a pattern, together with other case-history data. In many cases, the most serious error of omission in diagnosing is the failure to collect and to use significant but intangible data regarding the student's attitudes, preferences, ideas, family influences, etc. These data provide indispensable insight into the student's frame of mind.

In reviewing case data to arrive at a diagnosis, the counselor seeks evidence of assets and liabilities for different types of adjustments which the student must face now or in the future. Thus we see that the results of the analysis provide bases for inferences that a particular student reveals characteristics similar to other students who were diagnosed as having such and such probabilities for successful adjustment. Because of this similarity of characteristics, the counselor makes a similar diagnosis for this student. An inexperienced counselor will "spot" very few things in a case history. But experience with a few hundred students will enable him to identify more problems as well as more complex patterns of characteristics.

THE CLINICAL VERSUS THE EXPERIMENTAL POINT OF VIEW

Some personnel workers assert that diagnosing must be scientific, that the research or experimental approach is the only valid one. On the contrary, we contend that, while personnel research is necessary for effective analysis, yet diagnosing is not scientific in the sense of laboratory experimentation. Although the counselor must use facts, principles, and generalizations derived from experimentation, he must also use "hunches" (in-

sights, reduced cues, intuitions), and hypotheses unverified as yet by research. Moreover, while indebted to statisticians for valid generalizations derived from analyses of groups, the counselor must be constantly alert in inferring whether these generalizations are *validly applicable* to the particular student being counseled. If such a student does not possess characteristics ⁴ similar to the group from which the generalization was derived, then it would be a distortion of logic, as well as of science, to diagnose this student on the basis of the group generalization.

The clinician's hunches about a particular student may be equal in validity to any statistical constant *if* the clinician has *first* made a thorough analysis of the case and if he bases his hunch upon truly differential or valid indicators or causes, not upon mere chance concomitants. The clinical tryout of hunches is an indispensable safeguard against quackery in counseling. There is also a *greater probability* that such hunches will be valid if they grow out of, and follow, a thorough analysis superimposed upon the background of the student's case history. This perceiving of the *totality* of the case data and the teasing out of a consistency of meaning, in which relationships and meaning are perceived as hypotheses, occur most frequently in the counseling interview with the student present and fully participating in the self-learning exercise. In such an interview, the counselor must be constantly alert lest his imagination, predilections, and affective relationships with the student give rise to false hunches which, when unchecked, are often assumed to be valid.

In contrasting the clinical and the experimental (statistical) methods of diagnosing conduct, Symonds characterizes the contributions and values of each as follows: ⁵

⁴ An exposition and defense of such a point of view are contained in Gordon W. Allport, *Personality: A Psychological Interpretation*. He goes beyond this to argue for the self-contained validity of generalizations based upon thorough analysis of one individual who may rightly be a law unto himself. This psychology of individuality is closely akin to the clinical point of view. But one may still insist that individuality may be diagnosed most clearly by projecting the individual upon the background of group norms, without obscuring this uniqueness we call personality. Indeed an individual can be diagnosed only by differentiating him from others.

⁵ Percival M. Symonds, *Diagnosing Personality and Conduct*. New York: Appleton-Century-Crofts, Inc., 1931, p. 7.

To the clinical worker we are indebted for techniques which describe the present situation and for promising suggestions and challenging hypotheses regarding the significance of these facts. To the experimentalist we are indebted for the exhaustive, laborious checking-up of these hypotheses and the development of tested and standardized diagnostic devices for measuring them. To the experimentalist we must ultimately look for the accelerated progress in diagnosis which is to give us increased control over human affairs. But in the practical affairs of the world, today clinical workers are doing valuable service with makeshift methods of their own devising.

While agreeing, in part at least, that the experimental methods must be utilized to check the tentative hypotheses and hunches growing out of clinical practice, the author would suggest that the two methods differ in yet another respect.⁶ The facts and laws derived by experimentation result from a careful control of *relevant* conditions; but when these laws are utilized in clinical practice, very little such control is possible, and the clinician must know when the conditions of a student's case history *permit* the application of a generalization derived from experimentation. The clinician must make adaptations and modifications of the generalization to particular conditions often not envisaged in the experiment. Application of the results of research, while necessarily inexact, nevertheless may be fairly accurate if the applier is discriminating and well informed about what he is applying. The clinician, therefore, functions both as a discoverer of new hypotheses to be tested experimentally and as a translator of the results of experimentation, with appropriate and necessary modifications and allowances for dissimilarity and specificity of conditions obtaining in his field of application.

We may apply this reasoning to the problem of predicting scholastic success. The counselor needs the following types of data about the criterion to be predicted:

What types and *minimum* amounts of aptitudes are necessary for success, *assuming* willingness to use these aptitudes, skill in their use, and freedom from such distractors as excessive employment and activities, worries and conflicts, and bad morale?

⁶ Allport, *op. cit.*, makes an impressive case for the self-contained validity of the analysis of the individual without dependence upon experimental and group validation.

What abilities and interests are *desirable* above the minimum required, and how do the probabilities for success increase with increases in extra qualifications?

What combinations of aptitudes, psychological conditions, curricular resources, etc., are necessary to get maximum prediction?

Most of our statistical studies are based upon the first type of data, but we know that only rarely do we discover an individual whose working conditions even approximate the general conditions of the original investigation. For this reason, the clinical counselor must be extremely careful in applying the results of such studies (resulting from the interaction of many unknowns) to predictions for particular individuals. He must modify the *general* prediction in terms of relevant data known about a particular individual. Then the counselor casts off his role of prognosticator and assumes the function of counselor by assisting the student to create and maintain those psychological and educational conditions which are necessary to the success of the prediction. These dual functions of prognosticator and counselor differentiate personnel workers from research workers.

THE CLINICAL METHOD OF DIAGNOSING

This method of diagnosing by patterns of characteristics we shall call the *clinical method*. The assumption is made that this method may be used by workers who make a critical appraisal of all case data, recognize the errors in these data, and try to get behind the raw data to the possible factors making for a particular test score, emotional trait, or evidence of aptitude and interest. In other words, the counselor using the clinical method weighs one datum against another, sifts out legitimate and valid indicators of aptitude and interest, synthesizes all valid data into a composite judgment, makes a tentative diagnosis, outlines possible and desirable counseling or therapy, and later checks for verification. Such a clinical procedure can be accurate only if the supporting case data are checked against each other to eliminate or minimize inaccuracies. Thus it is that tests are used as a supplement to, or refinement of, but not as a substitute for, the clinical judgment. Essentially, clinical diagnoses are grounded upon facts and not upon unsupported impressions. The clinical counselor does not assume the validity

of any case datum but takes a critical attitude toward test data and all other data which may have significance in identifying the student's potentialities.

THE COUNSELOR'S PROCEDURES IN DIAGNOSING

The process of diagnosing involves three major steps: (1) identifying and describing the problem, (2) discovering the causes, and (3) indicating counseling, treatment, therapy, or other steps designed to aid the student to achieve satisfactory adjustment. These first two steps will be outlined briefly at this point and the third step will be discussed in the next chapter.

Identifying the Problem. In the analysis of the student's characteristics, data are collected which serve as signs or symptoms of problems. In many types of problems, this process of identification is relatively simple, but in all cases it is only partially complete. Unfortunately, the time element and the diminishing relevancy of additional facts force the clinician to seek only the major relevant characteristics in analyzing a student. The collection of a detailed and voluminous case study is not possible, and perhaps not necessary, at the present stage of personnel work. The clinician collects facts about the student until he judges that sufficient relevant facts are at hand to make possible a valid diagnosis. The point at which fact collecting stops is, of course, an arbitrary one dictated only by the counselor's judgment. As he collects these facts, the counselor reviews them to "spot" a recurring theme, a unifying or consistent meaning, a valid diagnosis. When he perceives a diminishing relevancy of new facts, he makes a tentative summary.

However, this arbitrary summing up is subject to revision if the expected diagnosis fails to appear or if a tentative one proves to be invalid, irrelevant, or incomplete. Then the process of collecting facts and identifying characteristics begins over again, either *in toto* or with regard to one undiagnosed part of the student's status.

The clinical counselor learns to anticipate, on the basis of experience with a given type of student population, that certain types of problems appear with great frequency. For this reason, certain standard types of nonemotionalized and nonconfidential data are collected ahead of interviewing to avoid long and tedious

hours of fact collecting. Such data may be collected and recorded on cumulative case-history forms, or they may be collected in the counselor's initial interview. Such data should include items of school grades, records of extracurricular and social activities, family economic status, parents' occupation and education, psychological test scores, and reports from parents, teachers and other counselors. In the interviews which follow the case-history-taking interview, the clinician must use such interviewing methods as will aid the student to recall, verbalize, organize, and evaluate information of a personal and self-reference nature which is somehow or other associated with the nucleus of repressions. In such instances the counselor may not be able to diagnose these causal experiences; *only the student may achieve or experience full insight into the repressed experiences, and sometimes not even he sees fully all the relationships*. Diagnosis in such situations often takes a different form for the counselor, as contrasted with those problem situations which are not confused and complicated by emotional involvements.

Discovering the Causes. After identifying and describing the student's problems, the clinician traces out the factors which have produced the symptoms or characteristics already identified. In doing this, he searches for relationships past, present, or potential. He seeks to understand why the student now finds himself in his present situation and what changes or new situations are likely to appear. He is as much interested and concerned with anticipating the future as he is in explaining how the past produced the present. The counselor's knowledge of the experimental and clinical literature has prepared him to anticipate that certain conditions will be associated with certain symptoms. When he identifies these symptoms in a particular student, he infers the expected cause and then, by further analysis or by questioning, he attempts to verify or reject such diagnoses or inferences. Incidentally, it is an almost certain mark of an amateur counselor to "snatch" at an inference without attempting to verify its relevancy and applicability to a particular student. Its relevancy is often assumed simply because some research study established such a relationship for a group of students, perhaps of totally dissimilar characteristics. For example, years ago some social worker discovered cases of only children who were maladjusted in respect to relationships with their parents. Immediately, many

workers uncritically inferred such a causal relationship for *every* only child. But being an only child does not inevitably produce maladjustment.

In some problem areas, the available clinical and research studies make for relatively easy identification and diagnosis. In other areas, data are so difficult to collect that the counselor often can do little more than guess intelligently. For example, it is not usually difficult to collect sufficient data about a student's financial resources to reach the conclusion (diagnosis) of inadequate provisions for vocational training. On the other hand, if the student has a feeling of social and emotional inferiority associated with lack of money, then the analysis may be more difficult because of the student's reluctance and inability to reveal the causes.

In other problem areas no scientific studies have established any relationships, and the clinician falls back upon hunches and intuition, which is another way of saying that he makes the shrewdest guess possible as to the causes and then checks himself by logic, by the student's reactions, and by the tryout of a program of action based upon the assumed diagnosis. Frequently the clinician arrives at a tentative diagnosis upon the basis of logic alone, that is, the kind of logic of science which results from experience with similar conditions of this type or nature. He reasons that since social timidity usually is associated with some unpleasant emotional experience, probably the timid behavior of the student being interviewed has resulted from such an experience. In such instances the counselor then adjusts his counseling relationships so that the student may feel a lessened tension and, if he desires, he may then begin the therapeutic process of recalling, perceiving, and reintegrating those repressed and conflicting experiences which were associated with, or caused, the sensitiveness, timidity or other symptom of emotional conflict.

It so happens that problems or experiences may have both a cause and an effect status. *Thus it is extremely difficult to discriminate between mere association and causality.* For example, inadequate finances may be caused by the father's unemployment. At the same time this financial status of the student may produce a problem of emotional instability. For this reason, the clinician finds himself diagnosing one problem in terms of another which has a causal relationship to the first one. Likewise, many students

exhibit problems quite different in nature and unrelated causally. It may be that this association of problems merely indicates that our definitions overlap or that our delimitations do not delimit; or it may be that certain basic maladjustments reveal themselves simultaneously in widely different areas of life. Whatever the explanation, we know that the clinician may expect to diagnose more than one problem in the usual student's case.

Mention has been made of the difficulty of diagnosing in different problem areas. A further discussion is in order. Problems such as those in the financial area are so common and have been subjected to such universal study (although not always by research methods) as to make diagnosing a relatively simple matter. The vocational, educational, and health areas have also been fairly adequately investigated. Although much additional research is needed before we shall have adequate knowledge of these problems and their causes and treatment, their broad outlines are discernible. Problems in the emotional area, however, are much more difficult to diagnose. This is true, at least in part, because of difficulties in the development of adequate measuring instruments and valid and dependable interviewing techniques by means of which to identify the symptoms and to isolate the causes. Until our knowledge is increased in amount and quality, we shall have to depend upon the suggestive generalizations derived from clinical and psychiatric experiences. Unfortunately, this type of knowledge, in many respects, lacks verification and often partakes of the character of hasty generalizations from isolated cases. As a result, we find ourselves diagnosing problems on the basis of someone's unverified theory that a particular set of symptoms is caused by a particular condition or experience. This type of diagnosing is perhaps the best we can do at the present time, but all clinicians should be aware of the danger of defending a diagnosis merely because it seems reasonable and logical and is consistent with current psychological theory. At the present time, all diagnoses should be tentative until verified.

THE RELATIONSHIP OF DIAGNOSIS TO PROGNOSIS

In all diagnoses, another element should be noted, namely, the *prognosis*. Actually, diagnosis and prognosis are quite separate steps in clinical work. This separation is especially true where

research and experience have not yet indicated the probable outcome or future adjustment likely to grow out of certain situations. In other types of problems, knowledge is adequate for the telescoping of the two steps. For example, research and clinical experiences have revealed that the overwhelming proportion of low-aptitude students fail to succeed in difficult schoolwork. When the clinician sees a low-aptitude score in the case history of a student, he will not state the diagnosis as "low intelligence." Rather, he will say, "too low ability for difficult schoolwork," or, "almost certain failure will result if this student tries to become a doctor as he now desires to do." On the other hand, if the counselor is inexperienced or if he is diagnosing in a problem area in which research and clinical experience are not well advanced, then the steps of diagnosing and prognosticating will be separated as well in verbalization. After the diagnosing, in such cases, the clinician will need to give considerable time to thinking, to reading the literature, and to conferring with associates before making a prognosis.

At no time will seasoned clinicians jump to prognoses, favorable or unfavorable, upon the basis of fragmentary data. They will agree with Westburgh⁷ that: "Measured abilities and traits are good or bad, too much or too little, in view of the past experiences of the individual, the motives driving him on, his conditioned reactions and the environment with which he has to cope."

Parenthetically, this necessity for caution should not be used as evidence for the practice of some counselors who disclaim responsibility for diagnosing, prognosticating, and counseling. They conceive it to be their task to assume the role of a passive sounding board lest they influence the student and make him dependent upon them. Of course, all personnel workers want to see students self-propelled, but it is a major *responsibility* to aid the student in seeing that his forward motion is directed toward what the student considers to be an acceptable goal. Therefore, the counselor must explain the implications of diagnosis and prognosis, as an integral part of counseling, in order that the student will have an adequate basis for choosing an achievable goal. This does not mean that the counselor *imposes* a choice or a

⁷ Westburgh, *op. cit.*, p. 301.

goal (not even the "right" one) upon the student. Rather, it is the counselor's fundamental role and responsibility to give to the student, if he desires aid, all that will aid him to make his own choice or decision on the basis of facts, prognoses, sympathy, and all the other resources the counselor has at his command that might prove helpful. Having given such aid, the counselor plays a passive, nonparticipating role in decision making, and the student carries on.

To return to the telescoping of diagnosing and prognosticating, the clinician does not approach his task with an uninformed mind or with the universe as the potential field of adjustment for a particular student. He has first secured some notion of the goals the student is seeking to achieve. The diagnosis is then directed to determining the extent to which the student possesses the necessary qualifications to achieve his desired goal, be it vocational, social, financial, or emotional. For example, a student states as his reason for seeking the clinician's assistance, "I can't seem to make friends. Can you tell me why, and what to do?" This corresponds to the patient's "complaint" in medicine and in psychiatry. It is a "felt" problem and is not always the only, or the basic, problem. In a sense, it may be a symptom of the basic problem and not the cause. The counselor, therefore, should seek to aid the student to get insight into the conditions, if any, back of this felt problem. In this diagnosing, as he listens to the student talk, the counselor finds himself evaluating each datum of the condition in terms of its possibilities for impeding or facilitating successful readjustment. That is its significance in prognostication. For instance, bizarre dress and manners are evaluated in terms of the ease with which they may be changed. As facial expression is being evaluated in terms of its causal relationship to the student's problem, the clinician is also evaluating or judging the ease with which a new set of facial habits may be developed. But even more important is the counselor's perception of indications of the student's evaluation or emotional reactions to the facts and experiences he is talking about in his catharsis. Both fact and emotional reaction to the fact have diagnostic and prognostic significance.

Thus we see that the line of demarcation between diagnosing and prognosticating is often infinitesimal in time. But one real distinction between diagnosis and prognosis should be discussed.

Diagnosing is the process of seeking valid explanations and causes of the student's present status, whereas prognosticating is always forward looking. A prognosis is, therefore, a prediction of the probable outcome of the student's attempts to seek his desired goals. This forward looking is not restricted to pessimistic and negativistic predictions of failure. The counselor rather seeks potentialities to be utilized in efforts directed toward achievable goals. Frequently, the counselor does not reveal his interpretation of the unfavorable prognoses to the student. Instead he states and emphasizes the favorable ones so as to "save face" for the student and to avoid undermining his morale, unless there is need for more direct counseling.

Each problem requires its own prognosis. No blanket prognosis can be made since most students have a different status in each problem area. Differential prognoses are as much the marks of a professional counselor as are differential diagnoses and counseling techniques. The counselor considers each problem in its own right, as well as its relationship to every other problem, in all steps in clinical work.

A final word about prognosis—no counselor should fail to make a prognosis simply because of lack of certainty. All sciences and professions make progress only by trying out hypotheses, hunches, and predictions to see if they work and why they fail to be correct. For this reason, every counselor should write into his case notes the specific and detailed prognoses and the conditions under which they will, in his judgment, be true. He should also fully record any indication of the student's expectations and prognostications of his own future adjustments. Through such a step, data will be available for follow-up and evaluation. At the present time, one of the reasons that we have difficulty in counseling is that we have very few records of diagnoses, prognoses, or even counseling recommendations.

CRITICAL REVIEW OF ANALYTICAL DATA

In diagnosing, the counselor does more than merely synthesize case data. For his part in diagnosing he must be critical of all data and alert to discrepancies among data. While reading the case history and inspecting the profile, he may ask such questions as the following:

Why is there a discrepancy between the student's scores on two tests of aptitude? Why is there a discrepancy between the level of academic aptitude, as indicated by a test of intelligence, and the level of achievement, as indicated by grade? Why is there a discrepancy between high school grades and college grades? Is this discrepancy generalized or restricted to science courses? Is the prognosis of success the same for this valedictorian from a large high school with high scholastic standards as for this other one from a small rural school with low scholastic standards? What norms were used in assigning this student a percentile rank of 50? Does this indication of average ability mean that the student is average as compared with all high school seniors, all college freshmen, or the freshmen in a particular college? Is this student, who is average in mathematics as compared with arts college freshmen, still average when compared with engineering freshmen?

Who gave the tests? What training did the examiner have? Were standard directions and time limits used? Was the student "shell-shocked" while taking the test? Had the student been "test broken," *i.e.*, did he know how to take tests? Was he cooperative? Was he motivated to do his best?

Why does the student think he wants to be a doctor? Does he have a fixation on the physician who saved his mother's life? Does he realize that he faces a very difficult curriculum of sciences and mathematics? Does he have a layman's curiosity about medicine, or does he want to dig into the technical phases of medicine? How did he happen to decide on medicine rather than law, selling, insurance, or teaching? When did he decide? Where and what information did he get about the training requirements? What do his parents think about his choice? Does he have financial resources for the required training? What physical handicaps does he have? Is he sensitive about them?

What does he expect to do in his chosen occupation—get wealth, satisfy his parents, or gain professional prestige?

Does he recognize that aptitude and interest alone will not bring success, but that efficient and persistent use of aptitude is required? What evidence can he present of skillful use of aptitude? What evidence can he present that he has aptitude to realize his plans? Does he present as evidence of aptitude the statement, "I am sure I can succeed"?

Is his choice of an occupational field satisfactory but on too high a level of academic and professional competition within that field? Should he transfer his choice from certified public accountant to

bookkeeper and go to a business school, rather than to a college, for job training?

What is his behavior in the interview? Does he insist that the counselor tell him what the tests show he is best fitted for? Does he think there is a perfect occupational niche for everyone? Does he state that he wants to choose an occupational field in which there is no overcrowding?

What is his reaction to the counselor's suggestion that the case data indicate evidence of such and such assets and liabilities? Is he satisfied with his tentative choice of a vocation? Does he return, as did one student, to say, "You suggested I consider the field of journalism, but it doesn't appeal to me. I like to write and get good grades in English themes, but a reporter has to work too hard"?

All these and many other questions must be asked by the counselor, *subvocally*, as he looks over the assembled case data concerning the student before him. In a rapid-fire manner, the counselor must consider and accept or reject certain interpretations and meanings of these case data. Some of these questions and interpretations he tests in the first interview. At other times, the student takes a few weeks to mull over the tentative interpretation, to talk with parents, friends, or other counselors. Frequently the student and the counselor evolve a tentative plan with the suggestion that the problem be set aside for later review and decision when needed additional data, such as grades in tryout courses, or results of work experiences, have been collected. No counselor should expect a clear-cut understanding to result from every interview. Diagnosing is a complicated task and requires many interviews and much case work.

THE REPRESENTATIVENESS OF ANALYTICAL DATA

For use in diagnosing, case data of all types must possess one most essential characteristic: *representativeness*. That is, a datum of any kind must really be characteristic of the student if it is to be usable in achieving an understanding of that student. We turn at this point to an analysis of this most important test of the diagnostic significance of all analytical data.

The introduction of the scientific movement into education has not yet been fully completed. Moreover, it is equally true that counseling has not yet been fully permeated with the im-

plications of the concepts of science. For one thing, certain concepts have not been applied to other than quantitative data. The concept of representativeness of sampling is a case in point. It is one thing to determine the representativeness (reliability) of a test score in an analysis of a client's aptitudes. It appears to be quite another thing to determine how typical or representative is a temper tantrum, a social rejection, an antiracial remark, or any other type of behavior. But it is readily apparent that the true diagnostic significance of the latter type of nonquantified case data is as dependent upon the criterion of representativeness as are test scores whose reliability in general is known.

No diagnostic picture of a client can be accurate if it is based upon *atypical* data, either quantitative or nonquantitative. This generalization leads us to a basic question: How do we determine representativeness of case data? The question is readily answered in the case of tests, since it is a well-established convention for test makers to publish reliability coefficients in general. But even in the case of test data, the dictum needs constant repetition that such coefficients are not universal for any and all conditions and groups. Fortunately a second convention is fairly well established, namely, the reluctance of counselors to use tests unless their reliability coefficients are so high as to make their applicability fairly widespread. But even in such cases, counselors tend to follow still a third convention: when in doubt, retest and usually retest before doubt arises.

These three conventions or customs have, in most cases, provided sufficient safeguards so that counselors can proceed to interpret test data with a high degree of confidence in the representativeness, as opposed to capriciousness or other types of atypicality, of analytical case data of the quantitative type.

But such a generalization is far from true in the case of other types of case data. There are no well-established conventions for approximating the typicality of other types of data. But certain attempts have been made, and conventions have been proposed. We shall review briefly some of these methods proposed for the use by counselors. The social worker's principle of verification of case data in social work is aimed at this point of determining how representative a certain datum is concerning a client. Collection and comparison of independently made observations, from a variety of sources, and judgments about a client's depend-

ability as a worker comprise one method of determining reliability of one employer's judgment that a client is "undependable." The assumption behind such a method is that the client's life-style should show itself in true perspective in a variety of situations, and not necessarily in any one situation. Jarvie and Ellingson applied a similar convention, or safeguard, with respect to the interpretation of teachers' anecdotal reports.⁸ In their generalization, stress was placed upon avoidance of reaching conclusions, and upon avoidance of reporting only the unusual and out-of-the-ordinary behavior exhibited by the pupil. Again Jarvie and Ellingson were stressing the importance of the representativeness of the sampling of students' behavior as observed by teachers.

Two further illustrations will suffice to make this point clear. First, every counselor must often have been tantalized by his inability to determine whether his student-client's adaptive behavior exhibited in the counseling interview was typical or atypical of that same student's behavior exhibited among associates of his own age and in his own natural habitat. Many a clinician's diagnosis has been built upon the shifting sands of nonrepresentative interview behavior which was adjusted to the standards of decorum which the student recognized, or assumed, were dictated by the counselor. It is this nonrepresentative factor which adds significance in the case of college students to the observational reports from dormitory counselors and group workers in student activities. The reports are sometimes more representative because they are more natural sources of student life. They help to round out the observations made in the counseling interview and to balance the samplings from both sources, which sometimes may be validly and reliably representative of different aspects of the same student's adjusting mechanisms.

A second illustration comes also from the counselor's interviewing experiences. Many a client has reported feelings of "depression about everything" in words as generalized as the foregoing. Now without casting doubt upon the truthfulness or significance of these remarks, the counselor can be of little use to the client until the two have first determined an approximation of the representativeness of these reported feelings of depression.

⁸ L. L. Jarvie and Mark Ellingson, *A Handbook on the Anecdotal Behavior Journal*. Chicago: University of Chicago Press, 1940.

Instead of accepting such an analytical report as a descriptive sampling of the *whole* of the client's life adjustments, the counselor seeks to help the student to narrow it down to the specific conditions under which the client's report is fully and validly representative of how he feels. In case the questioning and investigation reveal that the client actually does feel depressed about everything under any and all conditions, then the counselor recognizes, tentatively, that he may well have a well-developed pathological condition on his hands. Usually the representativeness is restricted to a particular aspect of the student's life. It is the determination of the specificity of the representativeness—*i.e.*, under what conditions it is truly representative—that makes for a valid diagnosis upon the basis of which effective counseling can develop.

DIAGNOSING IN DIFFERENT PROBLEM AREAS

How does the counselor arrive at a diagnosis, for example, on which to advise this or that vocational choice? In some cases the counselor can make no diagnosis and give no advice because of incomplete data, immaturity of attitudes, uncrystallized interests, or emotional conflicts which preclude clear-cut analysis of interests. In such cases, the counselor must postpone the giving of advice. He must not fall into the error of untrained counselors who are reluctant to admit inability to diagnose such cases and sometimes force a diagnosis. In most cases, however, the case data will indicate clearly that certain types of academic competition are inadvisable because of low scores on achievement and aptitude tests, because the student's measured interests are not those characteristic of successful occupational groups, or because of observable or measured attitudinal defects or other unfavorable data. Such data clearly indicate the inadvisability of a particular choice and point the way to a desirable substitute. In other cases the student will possess the necessary aptitudes but not the interests or the personality traits. These factors may appear in many combinations. In occupational orientation the counselor usually points first to the significance of aptitudes in line with the student's expressed vocational choice; he next proceeds to consideration of measured interests. If any of the factors are less than the desirable minimum as indicated by relevant test

norms, then a judgment is made as to the student's probable success despite his handicaps. Such a judgment cannot be explained or justified except in terms of a particular case.

In diagnosing vocational problems, a first step involves determining whether the student has an adequate amount of the aptitudes required to succeed in a training course. If aptitude is sufficient, then interest becomes the differentiating factor among possible curriculums. If aptitudes are low, then lack of interests may divert a student from his chosen vocation without injury to morale. This is a most important step, since morale and ambition must be preserved if the student is to be successfully and enthusiastically diverted toward an achievable goal. If a student persists in making an unwise choice, then the counselor steps aside with the suggestion of a tryout experience. Continuous follow-up of such students is necessary to guard against loss of morale resulting from failure.

In some cases aptitudes, interests, and personality yield no clear evidence for diagnosis, and attention is directed to less tangible data. Assuming that other qualifications are satisfactory, such marginal factors as the "flavor" of the job: "How do you like the idea?" and the like are evaluated by student and counselor. Although these factors must be considered in every case, they assume special importance where other data fail to suggest the advantage of one occupational field over another.

It should be repeated that in vocational counseling data are reviewed about the student's potentialities, and then these data are compared with the requirements of the student's expressed occupational choice. In this way student and counselor arrive at a diagnosis of aptitude and a judgment as to the wisdom of that choice. *This comparison of potentialities with preferences is an important step in diagnosis.* Following this step, comes the co-operative planning of next steps.

In diagnosing *personality* problems, the student and the counselor look for indications of the basic emotional conflict, habit, or mechanism which produced the symptoms: erratic behavior, irrational beliefs, and attitudes exhibited by the student. These symptoms are not diagnosed but rather identified and described; the counselor seeks to diagnose their underlying causes. He knows, from previous experience with students exhibiting similar symptoms, that some emotional experience has caused the student

to lose conscious control of his observable behavior and that the continuing conflict frequently is not clearly perceived by the student himself. Above all else, the counselor knows that attempting to diagnose by means of these surface symptoms does not lead to a dependable understanding of why they developed. The counselor also knows that merely asking the student why his eye twitches or why he is irritable or easily moved to tears will not lead to an understanding. Many times the cause has been forgotten because it was too unpleasant to remember.

This task of diagnosing emotional problems is often so complicated and calls for such skill that some counselors would do well to refer serious cases directly to a clinical psychologist or a psychiatrist. However, a psychologically trained counselor may develop proficiency in diagnosing such disorders. In particular, problems of worries, timidity, irritability, and social ineptness which have not yet progressed to the stage where the cause has been repressed and the resulting symptoms habituated, should be dealt with by therapeutic methods. If the counselor's efforts at therapy fail to produce a reduction of the maladjustment, then the consultation services of a competent psychiatric diagnostician should be sought.

We turn from these two generalized applications of diagnosing procedures to a review of some of the categories of diagnoses, that is, examples of types of possible diagnoses that can be made in connection with the adjustment problems of students. We shall discuss only a very few of the myriad possible diagnoses, some others of which will be contained in later chapters of this book.

THE CATEGORIES OF DIAGNOSES

Human beings seem to be unable to retain in their consciousness at one time more than a few of the hundreds of facts knowable about themselves or another person. Moreover, not all or even most of these facts are equally significant from the standpoint of understanding the client's behavior at a particular time. It is to be expected, therefore, that the counselor would seek to sift out from among the myriad facts those few which seem to be fundamental, relevant, and significant to the situation in hand. This sifting, classifying, and compressing process we have called *diagnosing*, and the end product we have called a *diagnosis*.

A diagnosis is a structured summary of *significant* case data. It is not a verbal label which is then treated as though it, the verbal label, were real and had an existence apart from the client. Nevertheless, sometimes we paste verbal labels on the client, such as inferiority complex, then proceed to treat it as though it had an existence apart from and outside of the client's behavior. This fallacy of *reification* leads to the permanency of such labels as "stutterer," "awkward," "incompetent," etc. Sometimes we are guilty of what Johnson calls "evaluative labeling":

. . . our common tendency to evaluate individuals and situations according to the names we apply to them.

. . . We classify largely by naming. Having named something, we tend to evaluate it and so to react to it in terms of the name we have given it. We learn in our culture to evaluate names, or labels, or words, quite independently of the actualities to which they might be applied.⁹

Johnson's concept of the real nature of diagnoses reflects the contemporary emphases in clinical psychology and counseling: ¹⁰

. . . personal maladjustment is to be diagnosed *descriptively*, in terms of behavior and the conditions that give rise to it or that limit it. The question is not "What type *is* the person?" or "What traits does he *have*?" or "What is the name of his maladjustment?" The important question is, "What does he do, in response to what, where, when, with what effects?" And in answering this question the emphasis is to be put on those features of the behavior, and of the conditions, that are alterable. The individual's problem is to be solved by bringing about changes in his behavior, or in the conditions under which it occurs. It is the chief purpose of the diagnosis to indicate what these changes may be. If labels are used at all, they should be used only to the extent that they help in achieving this purpose, to enable the individual to behave more adequately, or to change constructively the conditions under which he lives.

Thus we see that case data are summarized and compressed into diagnostic descriptions of the significant characteristics of a client. In this summarizing, *many available case data will not be used*, although that could not have been anticipated in the analytical procedures. It is only when the diagnostic description is

⁹ Johnson, *op. cit.*, p. 261.

¹⁰ *Ibid.*, p. 408.

clear that the client and the counselor can perceive which data are relevant and which irrelevant *for the present understanding of the client*. In some cases, at a later period, unused case data may take on new meaning as new diagnoses appear to replace discarded ones.

Testing the Diagnoses. Bordin has proposed three criteria by means of which one may test diagnostic constructs to determine whether they are functionally valid.¹¹ These criteria are:¹²

1. One of the most important characteristics of such a construct is that it enables the clinician to understand more clearly the significance of the individual's behavior. . . . The degree of understanding fostered by the constructs will be reflected by the comprehensiveness of the predictions which can be made about the individual by assigning him to a class.

2. The more a set of diagnostic constructs vary independently, the closer they are assumed to be to the status of "true" causes and the farther from the status of surface symptoms.

3. The most vital characteristic of a set of diagnostic classifications is that they form the basis for the choice of treatment. . . . Part of the definition of a diagnostic construct should include some statement as to how the condition can be modified, and its validity will depend in good part on whether this prediction can be verified.

The readers should keep in mind these three tests, and those implied in Johnson's definition of diagnosis, in reviewing the following examples. Obviously, limited experiences with clinical data and with counseling treatment will not permit the novice to test either the tests or the examples of diagnoses. These are rather criteria for those who have had some experience in counseling, though not necessarily advanced clinical experience.

Examples of Diagnostic Categories. Bordin suggests five examples of diagnostic constructs which meet the test of his criteria:¹³

1. *Dependence.* . . . psychological weaning. . . . The client comes to the counselor for help because he has not learned to solve

¹¹ Edward S. Bordin, "Diagnosis in Counseling and Psychotherapy." *Educational and Psychological Measurement*, Vol. VI, No. 2, pp. 171-172, 1946.

¹² Johnson, *op cit.*, p. 408. See also his emphasis on the alterability of behavior in diagnosing.

¹³ Bordin, *op. cit.*, pp. 175-182.

his own problems. The client is used to playing a passive role. He has been dependent upon his parents or parent-surrogates to solve his problems for him. . . . The counselor will find that this type of client resists accepting responsibility. . . . If given the opportunity, he will wear a path to the counselor's door, coming in for help with every decision that faces him: how to plan his time, how to find a part-time job, whether to take Psychology this quarter or wait until next? . . . The treatment of individuals presenting this kind of problem would appear to include aid in insight and acceptance of the fact that they do feel inadequate to cope actively and responsibly with their everyday problems.

2. *Lack of Information.* [These are the cases with insufficient experience to cope with present situations, but they are capable of making their own decisions when they have the necessary facts.] These individuals lack the opportunities to compare themselves with representative groups necessary to accurate judgments about their learning abilities, relative weaknesses or strengths in their background of knowledge. They lack sufficient information about the occupational world to set their sights realistically. Sometimes they lack knowledge of appropriate social behavior, causing them to feel insecure and ineffectual in attempting to achieve social goals. While the counselor should beware of motivated ignorance, he must also recognize that ignorance may also arise as a function of restriction in opportunity to learn. . . . The treatment of such individuals would appear to be quite direct. They should be given information, referred to books or other individuals, and so on. . . .

3. *Self-conflict.* The fact that there appears to be sharply differentiated organizations of individuals' behaviors toward themselves as stimulus objects has been receiving renewed and extended attention in the recent psychological literature. . . . In addition to such familiar instances of conflict between a self-concept and the ability to behave in a manner consistent with that self, there are instances where two self-concepts come into conflict. . . .

The nondirective treatment process described by Rogers appears to apply most completely and most directly to this type of psychological problem. It can be assumed that individuals presenting problems of self-conflict must be aided to recognize and accept their conflicting feelings before they will be able to arrive at the positive decisions involved in resolving the conflict.

4. *Choice Anxiety.* The nature of the psychological problem represented by the students who came to the writer with their quandary (the nature of military or civilian service in the period of 1941 to

1942) can be represented by an analogy to the experimental neurosis experiments reported by Maier. . . . The analogy to the plight of the students seeking help was striking. These individuals were faced with alternatives, all of which were unpleasant in that all would involve a disruption of their life plans. The student talking to the counselor was fully informed on all of the alternatives open to him. He appeared to be coming to the counselor in the hope that he would be able to find some other alternative that would represent a way out without unpleasant consequences. . . .

The treatment that appears to be indicated for individuals with this type of problem is to enable them to face and accept the fact that they are "in for it." It is here assumed that once the individual has accepted the fact that he is in a situation from which there is no escape without unpleasantness, the psycho-asthenic symptoms will disappear, and the individual will be able to make a decision. It is further assumed that many such individuals will be able to accept this statement of their problem when it is given to them directly after some "talking out" process. . . .

5. *No Problem.* To keep his perspective, the clinician should recognize that, if he works in a widely publicized and widely accepted agency to which individuals have easy access, a considerable proportion of the individuals who seek him out will not present definitely classifiable problems. For the most part, they will be individuals who come to the counselor in the same spirit in which we might visit our doctor once a year for a physical checkup. In other words, they are playing safe. . . . When they have completed testing and have heard an interpretation of them, they will take the initiative very readily and terminate the interview in a short time.

In a more exhaustive and significant experimental study of diagnostic categories, Pepinsky has developed the following categories similar to Bordin's: *lack of assurance, lack of information, lack of skill, dependence, self-conflict*.¹⁴

But for our present discussion, the above quotations from Bordin will suffice to illustrate the concept of diagnostic categories. The reader should note that Bordin, as is true of many other psychologists, tends to identify diagnosis with emotional maladjustments just as they also tend to restrict counseling to psychother-

¹⁴ Harold B. Pepinsky, "The Selection and Use of Diagnostic Categories in Clinical Counseling." *Applied Psychology Monographs*. Stanford University, Calif.: Stanford University Press, 1948, No. 15.

apy. In contrast, in this book we shall not limit ourselves to emotional problems, nor shall we dismiss other types of problems such as lack of skill or information, as having less significance for either client or counselor. In our counseling experience, we have found that often the complexities of remediation of a reading disability or the making of a vocational choice are probably as complex, from a psychological point of view, as is choice anxiety, even though the former type of adjustment may not be as *exciting* from the research and clinical standpoint as are the psychoneuroses. And the range of the adolescent's developmental problems cannot be narrowed to suit the counselor's interests. Therefore we shall extend the Bordin concept to many nonemotional and nontherapeutic problems.

SELF-DIAGNOSIS

It should be noted that in certain types of therapy of emotional conflict cases, no diagnosis may be made by the counselor. A case in point is to be found in the nondirective approach in which the client is assisted to achieve his own insight or diagnosis. In many such cases the client does not or is unable to reveal the full details of the cause of his conflict to the counselor. Thus, the counselor may infer the general nature of the cause but not the details. In many other systems of counseling in addition to the nondirective, a similar result obtains. Indeed, many psychiatrists confess to remaining ignorant of the "real" nature of the neurosis. Therefore, the counselor should not be distressed, *provided the client really achieves satisfactory adjustment*, when he closes the case with less than a complete diagnostic understanding. But for the sake of future studies of the effectiveness of therapy, he should formulate a diagnosis to the best of his ability with the facts made known to him by the client.

In still another type of case, inability to make a diagnosis may result from a general lack of complete understanding of (1) the cause of an adjustment (emotional or otherwise) or (2) insufficient research and experience to perfect effective therapy and counseling techniques. Under such conditions, counselors would be faking if they produced clear-cut diagnoses.

VALIDATING THE DIAGNOSIS

The testing of the validity of diagnoses is a difficult task. This difficulty is similar to that faced by the physician, concerning which Alvarez says:¹⁵

The average layman has no conception of the pitfalls which lie in the path of man who would appraise the value of some particular treatment. . . . Many is the time that I have received great credit for cures which I know good old Mother Nature had more to do with than I. . . . Perhaps the main reason why quackery thrives today is that there are still so many diseases which the scientific physician cannot cure.

If the counselor expects to achieve accuracy of results comparable to those found in laboratory experiments in the physical sciences, he is certain to be disappointed. But if he uses, as a criterion of comparison, the accuracy of weather predictions or of jury decisions or even of medical diagnoses, he may expect more favorable results. There are those who would go so far as to discredit the personnel movement because personnel workers sometimes make mistakes. Physicians also make mistakes, as witness the following quotation from Harding, but people continue to go to physicians when they are ill.¹⁶

I heard Dr. Charles Mayo make a proud boast before a surgical congress in Washington, D.C., in 1927. He boasted that the Mayo Clinic had attained the phenomenal record of fifty per cent correct diagnoses. This included, of course, autopsies upon patients who died, but whose ailment the clinic had diagnosed correctly. It is probably a high mark for all time. Certainly few would contend that the snap diagnoses of average general practitioners working alone are right in more than one case out of five.

It must be remembered that high accuracy is attained only by a rigid control of conditions. Even the laboratory sciences operate under this limitation. There are no *general* predictions—only

¹⁵ Walter C. Alvarez, "The Emergence of Modern Medicine from Ancient Folkways." *Sigma Xi Quarterly*, Vol. XXIV, pp. 136, 139, 140, September, 1936.

¹⁶ T. S. Harding, "How Scientific Are Our Doctors?" *Forum*, Vol. LXXXI, p. 348, June, 1929.

those derived from particular variables operating under particular conditions. A paragraph by Guthrie reminds us of this elementary principle of science:¹⁷

We [psychologists] cannot record or control all the conditions under which our experiments are made, or record all the details of any sample of behavior. The physicist is less embarrassed by this obstacle. He does not concern himself about the recent night-life or the childhood experiences of the bit of metal whose density he is determining, whereas such items of history may lead to very bizarre results in the psychological laboratory. Even with this advantage we find that the physicist tends to flee from reality into a dream world of "ideal" gasses and liquids, because these are the only ones that will obey the laws of physics. Boyle's law that in a gas with temperature held constant the product of pressure and volume is constant is not true of any real gas. And when the physicist turns engineer and undertakes to predict the behavior of actual things in a real world, he protects himself with safety factors of 600 to 1000 per cent to allow for any shortcomings in his predictions.

In any case the professional counselor recognizes the errors of his own work and diligently seeks to reduce the magnitude of these errors by means of evaluation studies and critical inspection of his own case records. Frequently the counselor will discover by post-mortem inspection that he neglected, or missed altogether, certain significant but obscure data about the student. Therefore the counselor seeks to improve his effectiveness by means of follow-up inspections of the results of his counseling. Such an inspection of the records should produce a commendable caution in the counselor and a reluctance to make a lifetime prediction upon the basis of fragmentary data.

The counselor tests his diagnoses in one of several ways. He first uses the method of logic; *i.e.*, he thinks of an explanation of the student's behavior or an interpretation of his characteristics in terms of possible adjustments. Next he reviews the case data subvocally or by talking with the student to see if the diagnosis is consistent with the essential facts of the case, with the results of relevant research, or with similar student cases. In other words he tests by the *criterion of consistency or congruence*.

¹⁷ E. R. Guthrie, *The Psychology of Learning*. New York: Harper & Brothers, 1935, p. 10.

In discussing the problem of validating diagnosis by means of the method of congruence, Allport says:¹⁸

How does the analyst know? Only because he "feels" that all the information he has obtained through the analysis "clicks" into place with this basic "integrational hypothesis." . . . It is true that in practice the validity of case studies is seldom checked. The assumption is that, given an accumulation of incident, the one true pattern of unity will emerge by sheer virtue of the "systematic relevance" of one incident to another. Thus the case study is tested only by its internal intelligibility, by its self-consistency. Such a test has been called the "logico-meaningful" criterion of integration. Though unsatisfactory to a positivist, to many investigators it appeals as ultimately the soundest method.

A digression is in order at this point. The counselor should not expect students always or readily to agree with his diagnoses of their problems. The student will rightly have his own interpretation, and the counselor must check his interpretation against that. If the counselor finds that his diagnosis is consistent with the case data, then he must justify his findings to the student's satisfaction and understanding. But he cannot expect acceptance on the part of the student unless and until he explains how the evidence lines up in support of the diagnosis. Even then, the diagnosis may be rejected by the student because it runs counter to his own desires and judgment. For example, frequently low-aptitude students remark of a counselor: "Oh, he is no good; he told me to go to a trade school when I wanted to be an engineer." In some such cases, the counselor may not reveal the diagnosis directly to the student if the student is not intellectually or temperamentally ready to think through to the implications for a program of action.

To return to methods of testing validity of diagnoses, the counselor may also try out his diagnosis with other counselors by presenting the case at a staff clinic or by means of written reports. This *checking* with other counselors should prevent the development of stereotyped diagnoses and the tendency to interpret particular data in a patterned way, regardless of the individuality of the case. All counselors have "pet" diagnoses and often jump to hasty conclusions, thus ignoring relevant data

¹⁸ Allport, *op. cit.*, pp. 359-360.

which should modify interpretations.¹⁹ This tendency to look for certain standard or stereotyped diagnoses is best curbed by getting another clinician's interpretation.

Perhaps the most effective check on the validity of diagnosis is achieved when the student cooperates enthusiastically in *carrying out* a program of action based upon that diagnosis. This method of checking diagnoses is necessary but complicated in logic and in interpretation of the results. The student must be prepared for the probable results of the tryout and for his probable emotional reactions. He must interpret the results in relation to his original problem.

This last method of checking diagnoses involves an evaluation of the counseling as much as it does of the diagnosis; the two are inseparably related as concerns evaluation. Even if the student did not carry out the program of action skillfully and enthusiastically, the diagnosis might still be valid although without supporting evidence. Many valid diagnoses cannot be validated because of (1) inability to create the optimum conditions in school, home, or community for carrying out the necessary learning program; (2) the fact that the student has become so maladjusted scholastically or emotionally that counseling will not correct the situation; (3) the necessary resources for readjustment not available in the school or in the community. Despite these logical and experimental weaknesses, the counselor's work will be judged effective or ineffective largely in terms of whether it works pragmatically. For this reason, unless the counselor wishes to become a specialized diagnostician, he must devote a considerable portion of his counseling efforts to assisting the student in carrying out the program of action growing out of the diagnosis. This point will be stressed in the next chapter on counseling techniques.

SUMMARY

Diagnosing is allied to personnel research. The analytical data are subjected to scientific scrutiny to determine their significance under specific conditions and in combination with relevant case data. The art of clinical diagnosing is defined as the evaluation

¹⁹ Ralph F. Berdie, "Judgments in Counseling." *Educational and Psychological Measurements*, Vol. IV, pp. 35-55, 1944.

and interpretation of the meaning and prognostic significance of data. The development of skill in such clinical work calls for apprentice training under supervision rather than training simply by reading textbooks and listening to lectures. One can get the clinical "feel" for case data and for student cases only by clinical practice.

By way of summary, we may say that the use of the clinical method of diagnosing in the hands of trained personnel workers will make an effective contribution to the adjustment of youth. Counseling will increase in usefulness only as its techniques of diagnosis increase in accuracy and as workers become more skillful in the clinical use of these techniques.

Chapter 9. TECHNIQUES OF COUNSELING

Counseling is that part of personnel work in which a counselor helps the client to marshal his own resources, the resources of an institution and of the community, to assist the client to achieve the optimum adjustment of which he is capable. The term "counseling" is used in many different contexts to denote *several different types of relationships and services* involving counselee and counselor. In this book, the term covers first of all a relationship which might be referred to as guided learning toward self-understanding. For example, in vocational guidance the counselee learns about his own capabilities and interests and also about the types of training and adult work opportunities that are available to a person of his kind. Second, counseling covers certain kinds of *reeducation* or relearnings which the individual desires and needs as means to his life adjustments and personal objectives. For example, a counselee may seek aid in learning more effective reading habits or study habits for more effective adjustments in classroom learning. Another student may desire information, encouragement, and assistance in learning more effective techniques of working and living cooperatively and harmoniously with his fellow students in his dormitory or in a student activity enterprise such as the conducting of a campaign to collect clothes and food for destitute students in Poland or Germany. Third, counseling may involve the counselor's personalized assistance to the counselee in understanding and becoming skilled in the application of principles and techniques of general semantics to his daily living. That is, he may desire and need aid in learning to recognize the cause and effect relationships that have produced conflict and unhappiness in his relationships with students from other racial and religious origins.

In the fourth instance, the term is used to cover a repertoire of techniques and relationships which are therapeutic or curative in

their effects. That is, in Freudian terms, such counseling techniques are effective in aiding the counselee to experience catharsis, the achieving of deep perception of repressed and emotionalized experiences, and the release or alleviation of disruptive emotions and the elimination of substitute symptoms. In this fourth example, counseling is said to end when insight is achieved, and the individual then takes over the task of regulating his own life, now that his life forces are once more under his control.¹

In a fifth type of counseling, some form of reeducation does follow therapeutically induced catharsis. Bryngelson refers to this sequence of catharsis-reeducation in general semantics as follows:²

General semanticists usually find it necessary to do much talking themselves—and then find difficulty in getting the patient to behave according to altered evaluations.

I am of the opinion that there is a need for a prelude of adjustment in the individual before the hopes and ideals of general semantics can be more easily obtained and consummated in practical living. . . . In short a certain degree of "emotional" maturity might be considered a prerequisite for an adequate mastery and application of the principles of General Semantics.

It will be evident from subsequent discussions that these five types of counseling have much in common and possess unique features as well. The first two, and in certain respects also the third type, are related to adjustments and problems faced by clients in the practical affairs of daily living. The last two are

¹ For the counselor who wishes to read more widely in this field, Kenneth E. Appel presents a critical and descriptive review of a number of methods or schools of psychotherapy in "Psychiatric Therapy," Chap. 34 in *Personality and the Behavior Disorders*. J. McV. Hunt, editor. New York: The Ronald Press Company, 1944. The following systems will be of interest to the counselor: Meyer's Psychobiology; Riggs's Reeducation; Riggs's Explanatory Therapy; Interpretative Therapy; Bibliotherapy; Personality Study; Psychoanalysis. Appel also reviews methods used with children including: Authoritative Approaches; Environmental Manipulation; Social Interpretation; Release Therapy; Play Therapy; and Relationship Therapy. See also "Treatment as an Aspect of the Clinical Method: A Review." Robert I. Watson, *Readings in the Clinical Method in Psychology*. New York: Harper & Brothers, 1949, pp. 674-718.

² Bryng Bryngelson, "A Prelude to General Semantics." *Southern Speech Journal*, Vol. XI, No. 4, March, 1944.

used in cases of emotional conflicts, repressions, and other maladjustments which produce conversion symptoms and other results. In real life, there are of course numerous interrelationships and combinations of the five types of counseling. But in this present chapter we shall stress in our general review and discussion especially those techniques which are used in the first three types of counseling.

APPLYING "CAUSE AND EFFECT" TO HUMAN BEHAVIOR—A CONCEPT OF COUNSELING

Increasingly, the term "self-understanding" is unfortunately restricted to the therapists' term "insight," a word which refers to the client's perception of the interrelationships between his emotional or affective disturbances and his symptoms or behavior disturbances. Once he has achieved that insight, his affective conflicts and disturbances clear up and his symptoms disappear—or so the theory goes. Self-understanding as insight, therefore, is restricted in current psychological literature to the affective type of conflict or maladjustment. But, increasingly, we see another and equally important meaning in the term, *viz.*, a deep understanding of the results of applying the cause-effect concept of relationship to all aspects of behavior, not solely to the affective type. While it is true that affect and self-evaluation accompany all forms of behavior, yet it is not equally clear that all man's difficulties and maladjustments are restricted solely to conflicts of emotions, to repressions and similar phenomena. For example, it is a readily observed practice in schools to identify the student who fails his course work in mathematics because he chose or was advised into the wrong kind of mathematics instruction—wrong in the sense that he had insufficient preparation, too little interest and too little aptitude for that type and level of instruction. The result is often failure to learn the required minimum of mathematics and is often followed by the development of emotional or affective conflicts and sensitive reactions, if not more serious repressions. In such cases, therapeutic techniques produce catharsis leading to insight of the cause of affective disturbances in the individual's reactions to the complicated mathematics failure experience—all of this may prove to be effective in clearing up the affect—but it leaves one unsatis-

fied with regard to the individual. He has not yet necessarily learned a *generalized technique* of perceiving cause and effect in his life adjustments. That is, in the counselor's terminology, he has not yet learned that diagnosis of one's aptitude and interests *before* selecting instructional experiences (or work experiences, etc.), by means of certain *valid* methods, is a general methodology which has possibilities for aiding him to avoid many potential maladjusting situations. Thus counseling is a general method of helping the client to increase the probabilities of achieving satisfying adjustment, not merely a method of preventing maladjustments through the avoidance of affectively sensitive experiences.

To turn to another instance, industry has learned that the use of certain analytical and diagnostic techniques prior to job placement produces increased job satisfaction and work efficiency. And the schools have experimented with the use of similar diagnostic devices prior to instruction. But in counseling we seem to think too frequently that diagnostic use of tests of aptitude and interests are appropriate only at the time of choosing among alternatives of work or instruction. In this book, it is our contention that the diagnostic phase of personnel work is useful in a wider and far more significant way. It can be used in the counseling phase of personnel work to help the individual to learn a generalized method of adjusting to life situations. The client can be aided to understand and perfect methods of applying the diagnostic step to all situations. He can understand it as a method of discovering relevant facts about himself in relation to the situation in which he presently finds himself and in relation to the selection of the alternative "way out" of a situation, the way which has the greatest probabilities of leading to the desired subsequent life adjustments.

To continue, it is not only at the time of the adolescent's choice of an occupation that he needs to see the logic of cause and effect applied to himself. It is not only when he is unsuccessful in school or work that he needs to learn how to diagnose the cause of his aptitudes or interests. It is not only when he finds himself in an affective state of "upset" that he needs to think, to apply the scientific method of cause and effect to himself. Rather does he need to learn to think in cause and effect categories about *all* his problems and adjustments—not merely about his

emotional disturbances. Counseling is, therefore, a *generalized method of learning to deal with all kinds of situations*. Cause and effect operate in all areas of life and, therefore, the client needs to learn the methods of analysis, diagnosis, prognosis, counseling, and follow-up with respect to all phases of life. Thus we see that the counseling methodology, with certain adaptations appropriate to differences in the nature of situations, is applicable throughout life. The tendency to restrict counseling to insight therapy does not exhaust its rich possibilities as a general method of problem solving.

Accordingly, throughout this book we have not restricted ourselves to counseling as therapy. But we have attempted to perfect many adaptations of the methodology of counseling to all the major types and phases of the adolescent's life adjustments. With respect to reading difficulties, choice of a career, choice of friends, choice of work, failure in mathematics, and many others, the counselor aids students to formulate searching questions, to assemble relevant data, and to test these data for valid answers. In general, our adaptation of general counseling methods will center around the use of the personal interview situation to aid the individual to formulate and answer the following questions about himself:

How did I get this way—what factors caused this behavior?

What will *probably* be the future developments if this present situation continues?

What alternative actions or modifications could be produced and by what means?

How can I effectively upset the above predictions? How can I produce desirable changes in my behavior?

Without minimizing the importance of counseling as therapy or as anything else, we are here concerned that counseling shall be seen *also* as a generalized method of life adjustments. Our reason for this position is clear—the client's future adjustments. It is a magnificent contribution to his life to aid him in gaining present-day insight into his emotional conflict, in dissipating his repressions and releasing his dammed-up emotional energies. But it is even more of a counseling contribution to aid him in so conducting his future adjustments that a minimum of maladaptive repressions recur. In the field of evaluations and emotions, gen-

eral semantics may prove to be an effective method of avoiding maladjustments through applying scientific methods of adjustments to life situations. But we are equally concerned with evolving counseling methods that will be useful to the client throughout his life in his adjustment to work, play, and home—and with methods that do more than prevent ego involvements or affect from becoming repressed. As Johnson says, we want the client to learn to ask questions about himself—questions that can be answered—and to learn methods of finding valid and relevant evidence that help produce valid and relevant answers to his questions. And these questions must *not* be restricted to that part of his life which the therapist seems to feel at present is the sole or chief scene of irrational thinking. Man can become maladjusted by using the wrong evidence to answer the right question about his choice of work as well as about his affective evaluation of his work. As Johnson contends:³ “After all, personal adjustment is basically a matter of problem-solving. The one clearly effective method of problem-solving that the race has so far developed is the scientific method.”

Bordin seems to indicate, as do numerous other psychologically oriented counselors, that maladjustments are largely, or most importantly, exemplified by the affective type of problem situation.⁴ He sought for basic, underlying, emotional situations as though these were the only *real* substance of counseling problems. Problems involving lack of information about a student's vocational aptitudes and interests and about work opportunities, he feels can be counseled by means of the following:⁵ “The treatment of such individuals would appear to be quite direct. They should be given information, referred to books or other individuals, and so on. . . .” With regard to another type of problem classified by Bordin as “no problem,” he says:⁶ “For the most part they will be individuals who come to the counselor in the same spirit in which we might visit our doctor once a year for a physical checkup. In other words, they are playing safe. . . .

³ Wendell Johnson, *People in Quandaries*. New York: Harper & Brothers, 1946, p. 379.

⁴ E. S. Bordin, “Diagnosis in Counseling and Psychotherapy.” *Educational and Psychological Measurement*, Vol. VI, pp. 169–184, 1946.

⁵ *Ibid.*, p. 178.

⁶ *Ibid.*, p. 182.

Other than furnishing the occasion, the counselor, if he realizes it, does not need to play any role in the process."

Such a point of view seems to imply that nonaffective situations and problems are so simple that the counseling methods to be used are also very simple. Probably, what is meant is that the appropriate techniques are not therapeutic or curative in nature and are not so interesting to the psychologically oriented counselor. In contrast, it is our contention that we should devote as much time to this type of case as is necessary to make certain that the students get not only a confirmation of their choices or information about opportunities, but also a basic understanding of, and skill in using, the methods of analysis, diagnosis, and counseling. We contend that students may thus become prepared to solve their adjustment situations *before* they become so involved with self-conflicts and evaluations that deep and complicated therapy is needed. Probably, most counselors who are experienced in vocational guidance and other nontherapy types of counseling, as well as in counseling as therapy, would agree to this broadened concept of counseling.

GENERAL CATEGORIES OF COUNSELING TECHNIQUES

Counseling techniques may be classified under five general categories: (1) forcing conformity, (2) changing the environment, (3) selecting the appropriate environment, (4) learning needed skills, and (5) changing attitudes. These five classes of techniques are found in all problem areas and *not merely in the field of emotional difficulties*. This classification should serve as a general framework for our discussion.

The first class of techniques includes those designed to force the individual to conform to this environment. A student may be high-pressured by parent, teacher, or counselor into the selection of a vocational choice, even though such a choice may not be congruent with aptitudes and interests. Even if the choice is appropriate to aptitudes, forcing conformity is ill-advised.

But conformity is a very common practice in our culture. Students may be forced to conform in dress and speech to the group's mores. Teachers may force students to learn assigned materials even though such learning is basically distasteful and inappropriate to them. Administrators may compel students

to enroll in required courses even though such courses are inappropriate to their needs, interests, and aptitudes. Counseling which involves this type of technique assumes that the standard mode of behavior is appropriate to *every* individual. Such a concept is the antithesis of the doctrine of individual differences; but to a large extent this conformity is the *modus operandi* of educational practice.

The second class of techniques involves attempts to change those parts of the student's environment which cause difficulties, actual or potential. In the case of an emotional problem arising from conflicts between parent and student, the counselor may actually attempt to change the parent's attitude toward his child or assist the child to transfer out of the home environment. If a student is failing his course work because of an emotional conflict with his teacher, then the counselor may advise a change of teachers. These techniques are used to manipulate or change the environment so that it may be made more appropriate to the immediate needs and status of the individual. Obviously such readjustments of the environment must be made from time to time for all students.

The third class of techniques is closely related to the second, and involves aiding the client to select from his environment those phases which are most appropriate to his personality. These techniques are used by the counselor when he advises the student in the selection of an appropriate vocational and educational goal. They are also used when the counselor assists the student in selecting those types of social and recreational experiences which will facilitate personality development. The point is that the environment is not changed, but certain parts are blacked out.

The fourth class of techniques involves assisting the client to overcome those deficiencies which produced his difficulty. This may involve tutorial or other remedial instruction for a student who is failing in a particular course but who has the necessary potentialities. A student failing because of reading disabilities may be given special drill and assistance. A student whose social skills and background are deficient may be assisted to acquire these skills through participating in extracurricular and social activities. Students with inadequate financial resources may be assisted to secure part-time employment to meet the necessary school expenses.

The fifth class of counseling techniques involves bringing about changes in the individual's attitudes in such a manner as to facilitate a harmonious balance between his needs and the demands of the environment. But this does not mean that his attitudes must necessarily conform to the group norm. In certain cases the counselor should assist the student to develop compensatory or rationalizing attitudes. A low-aptitude student who aspires to achieve above his potentialities is assisted to become reconciled and satisfied with a more reasonable achievement. An individual with serious physical disabilities is assisted to become desensitized to those difficulties. The student whose parents cannot be persuaded to cease dominating and restricting him in an undesirable manner is aided to "get over" his emotional reactions. He is encouraged to slough off his adolescent reactions and develop an emotional balance which makes it unnecessary for him to overreact to his parents. In other words, he no longer feels that he must "save face" by carrying his share of the family quarrel. He rises above it. In a sense, the use of this type of technique may assist the student to learn to develop mild rationalizations, to become desensitized to a phase of his environment which cannot be changed. Counselors should be cautious in using such techniques unless they understand the student's emotional make-up and are adept at handling emotional problems.

These five classes of counseling techniques provide the framework within which we may discuss ways of handling different types of student problems. In the rest of this chapter we are concerned with an outline of general techniques, without regard to their classification, and with the relationship between counseling and other phases of clinical work.

Following the diagnosing of the student's characteristics, the counseling interview is the point at which all the personal resources of the counselor and those of the educational institution and community are coordinated in an effort to assist the student to utilize his assets to achieve optimum success and satisfaction. This is a task which can be performed effectively only if the counselor is in rapport with the student and has extensive and valid information about both the student and the institutional environment in which he must achieve orientation and adjustment.

The personal interview is obviously the most effective means of discharging this counseling function.

DISCRETENESS VERSUS SELECTIVE APPROPRIATENESS OF TECHNIQUES

In a penetrating and clarifying analysis of current issues in counseling, but with special emphasis on counseling as therapy, Bordin suggests that there are three major issues facing those who seek to understand present-day counseling:⁷

1. The desirable amount of responsibility for self-made decisions and choices to be exercised by the counselee
2. The amount of attention given to the client's attitudes and feelings by the counselor; that is the counselor's attention to "content" as opposed to "attitudes" expressed by the counselee
3. The nature of the counselor's response to the client's attitudes: *e.g.*, "intellectualized" reasoning-out of problems as opposed to stimulation of the client "to further and deeper expression of his attitude, through accepting and clarifying responses."

If one thinks of counseling as dominantly or exclusively psychotherapy which deals with conflicts in attitudes, self-valuations, emotional attachments, etc., then Bordin's issues are probably adequate for an understanding of the dynamic development of counseling. But if one includes within counseling certain other types of problems, such as learning how to weigh evidence to choose an occupational goal which may all be further complicated by or accompanied by emotional problems, then one needs to add other issues pertaining to counseling as more than therapy. For example,

4. The effective use of information about the student's attitudes and interests to the end that he learns *methods* of choosing and decision-making as opposed to discovering or forging a "solution" to his immediate problem
5. The nature of techniques which effectively aid the student to learn attitudes toward and techniques of playing and working with students of other races, religions, political beliefs and economic-cultural backgrounds. For example, to what extent are desired results

⁷ Edward S. Bordin, "Counseling Points of View—Nondirective and Others." See E. G. Williamson, editor, *Trends in Student Personnel Work*. Minneapolis: University of Minnesota Press, 1949, pp. 120-129.

achieved by means of class discussions on the cultural anthropology of races; a "sermon" on "brotherhood"; a homeroom unit on "human relations"; or what—as compared with individualized counseling which weaves information about such matters into assistance to the client in acquiring deep insight into his attitudes and evaluations; or in opposition to catharsis followed by no attempts at "reeducation" by the counselor

Other issues are cited and analyzed in other chapters. The essential point here is to emphasize again that, in our opinion, counseling should be broadly conceived to include techniques that are not dominantly therapeutic in nature and also to include problems which are not exclusively or even dominantly emotional or evaluational in content. We recognize, as we have pointed out repeatedly, that all aspects of human adjustments have emotional components. The essential issue is

6. Is the counselor to confine himself to the emotional components—to therapy, or is counseling to be broadened to include other types of problems? Or, is the ego involvement in adjustments the *basic* component of adjustment?

In line with the author's point of view, the counselor should be prepared to assist the student to solve, choose, master, learn, and deal with situations and problems of a wide variety. In terms of the center head of this section, this means that counseling is or is not a number of things. For example,

7. Counseling is not confined to evaluational and conflict types of adjustments

8. Counseling includes *personalized assistance* to students concerning a wide variety of *transitional*, *situational*, and *developmental* problems and assistance

9. Counseling embraces techniques of encouragement; information-giving relevant to problems; "teaching" methods of problem-solving; relationship therapy; other types of catharsis-therapy; personalized remediation of classroom, home and group learning needs; and others

In place of counseling as a discreet body of therapeutic techniques, counseling thus conceived may be thought of as embracing a wide variety of specific techniques, from which repertoire the effective counselor selects, *for his part in counseling*, those which are relevant and appropriate to the nature of the

client's problem and to other features of the situation.⁸ *This is not an eclectic concept of counseling*; that is, the separate parts are not fused and interwoven into a unitary concept. The analogy of the musician's repertoire of musical selections is more accurate than that of an eclectic fusion. It should be noted that it is not assumed that all counselors will be equally adept in the use of all counseling techniques. It is rather assumed that an inappropriate technique will not be chosen for use and that specialists more adept in the indicated appropriate technique will be brought into the counseling situation through referral, consultation, or other means.

SPECIFICITY OF TECHNIQUES

Many personnel workers speak and write of techniques of counseling, failing to see clearly that there are no standard techniques in either diagnosing or counseling. Each technique is applicable only to particular problems and particular students. There are no general techniques but rather particularized procedures to be used *only* if the student has a problem for which those procedures are appropriate. For example, techniques for building up morale are not used with problems of spelling deficiency unless the two problems are present (causally or concomitantly) in the same student. Techniques are specific to different problems and to different students. The effective counselor avoids stereotyped and indiscriminate counseling. Rather, the counselor adapts his specific techniques to the individuality and problem pattern of the student, making the necessary modifications to produce the desired result for a particular student. For purposes of exposition and training, we speak of general and of standard techniques, but, in clinical practice, flexibility, adaptation, and modification are characteristic of the counselor's application of general procedures to a particular student. As Strang⁹ says:

⁸ It should be noted that F. C. Thorne has advocated and outlined a similar repertoire concept but restricted to and within the field of therapy. See articles in the *Journal of Clinical Psychology*, Vol. I, pp. 318-330, 1945; Vol. II, pp. 68-79, 179-190, 261-266, 371-383, 1946; Vol. III, pp. 75-84, 168-179, 277-286, 356-364, 1947; Vol. IV, pp. 70-82, 178-188, 1948.

⁹ Ruth Strang, *Behavior and Background of Students in College and Secondary School*. New York: Harper & Brothers, 1937, p. 1.

Student personnel work can never become monotonous because every problem requires a fresh approach. Cases are never exact duplicates of one another. It therefore is impossible, even if it were desirable, to give the personnel worker a formula or prescription for dealing successfully with student problems. It is possible, however, for him to acquire a background which will enable him to deal more successfully with individual problems as they arise.

Moreover, the counselor recognizes that dependable evidence is lacking which would establish a particular technique as a *certain* producer of a desirable adjustment. Rather, the counselor has knowledge of certain techniques which produced effective results in a similar case; therefore, he tries them out with appropriate modifications. If they prove to be ineffective, he suggests something else and continues this trial and rejection until he finds something which "clicks" with the student. The novice in counseling is reluctant to use this shifting attack upon a problem and sometimes attempts to force adjustment with a particular technique because the textbook said it worked for other students. But counseling is still in the trial-and-error stage of treatment, and the counselor must be resourceful, as well as skillful and deft, in his attempts to rehabilitate a particular student.

INDUCING MOTIVATION THROUGH COUNSELING

Before the techniques used by a counselor to assist the student with his problems are discussed, two general objectives of personnel work should be restated: (1) The counselor assists the student to achieve *optimum* success and satisfaction. For example, the student's educational, vocational, and social goals should be of such a nature as to offer opportunity for him to utilize his optimum potentialities, not merely to avoid failure or the absence of maladjustment. (2) The counselor assists the student to choose goals which will *yield maximum satisfaction* within the limits of those compromises necessitated by uncontrolled and uncontrollable factors in the individual and in society itself.¹⁰

¹⁰ In large part, this concept has been borrowed from industrial psychology. See M. S. Viteles, *Industrial Psychology*. New York: W. W. Norton & Company, 1932, pp. 113-141.

E. K. Strong, "Aptitude versus Attitudes in Vocational Guidance." *Journal of Applied Psychology*, Vol. XVIII, pp. 501-515, August, 1934.

Effective counseling will result in immediate or delayed adjustments (successes) which are both personally satisfying and socially satisfactory. Obviously, the extent to which a student derives emotional satisfaction or provides adequate expression to his basic emotions or drives will produce proportional facilitation of further efforts along the same lines. Although this reciprocal relationship between interests and effort is a necessary condition for adjustment or success, yet the satisfaction of interests is a valid objective¹¹ per se. This second objective of personnel work is of such importance that further discussion and emphasis are necessary.

Crawford and Clement have stated this principle of the importance of interests in vocational guidance as follows (apparently the same principle operates in other areas of adjustment):¹² The objective of guidance is to help the student

. . . determine upon a type of activity which will capitalize his *talent*, in an occupation which, as judged by the similarity of his interests to those of others successful therein, he will find *congenial*.

Work which combines these advantages for the individual should stimulate and interest him so that his day-to-day activities will seem worth doing *for their own sake* and not merely as a necessity for subsistence. Employment which, on the other hand, does not tap a reservoir of interest is likely to prove neither satisfying in itself, nor a medium of successful accomplishment in any sense.

Not only will interests largely determine the amount of personal satisfaction to be derived from a career but, through their influence upon the efforts expended therein, they may also directly affect the possibilities of success.¹³

Too many such decisions neglect the significance of avocational interest or of other considerations outside of the strictly vocational field but important to one's whole development. Congenial associates, opportunities for profitable and stimulating pursuits in one's leisure time, social contacts, a love of music or of sports, may have much to do

¹¹ See W. V. Bingham's definition of interest in *Aptitudes and Aptitude Testing*. New York: Harper & Brothers, 1937, pp. 62-63. Also Douglas Fryer, *Measurement of Interests*. Appendixes I and II. New York: Henry Holt and Company, Inc., 1931, pp. 443-463.

¹² Albert Beecher Crawford and Stuart Holmes Clement, *The Choice of an Occupation*. New Haven, Conn.: Yale University Press, 1932, p. 29.

¹³ *Ibid.*, p. 17.

with an individual's all-around adjustment and, therefore, his occupational effectiveness. It is well for him to weigh their significance for his particular nature.¹⁴

In an effort to facilitate the acquiring of this satisfaction, personnel workers attempt to orient the student toward goals consonant with potentialities. For the same reason, the counselor gives much attention to helping the student learn and understand why, and in what ways, the suggested goals will yield those satisfactions which the student desires. Unless the student understands and accepts this explanation, he will make only half-hearted efforts and will derive minimum satisfaction from his efforts. Thus we see that this type of rapport in counseling is as indispensable, although often ignored both in practice and writing, as is the other type of rapport involved in diagnosing.

COUNSELING AND DIAGNOSING

After having made a diagnosis of the student's problems, what does the counselor do next? What does he advise or recommend? What is the treatment he uses? Does he restrict counseling to what can be done in the interview? The answers to these questions involve a discussion of the relationship of counseling to other procedures in personnel work. Analyzing and diagnosing are all preparatory procedures designed to provide a dependable understanding of the pupil's assets and liabilities in order that a program of action may be planned and carried out. Such a program must be congruent with potentialities and designed to alleviate maladjustments and to utilize assets to the optimum. This program must be acceptable, intellectually and emotionally, to the student. Obviously, counseling cannot be effective if it is based upon a false understanding of a student's characteristics. For example, only further maladjustment can result if counseling is predicated upon a false diagnosis of high aptitude, emotional balance, patterns of basic interests, desire to achieve a particular goal, or any other important characteristics. That some counseling is predicated upon the assumption that a dependable diagnosis, preparatory to counseling, can be made within the con-

¹⁴ *Ibid.*, p. 7.

findings of a short interview is self-evident.¹⁵ It should be obvious that giving advice to students can be of little value unless that advice is based upon a dependable understanding of what each student needs and can carry out effectively. For this reason, counseling, to be effective, must be based upon personalized diagnoses, not upon the assumption that certain kinds of advice are good for *all* students. A doctor who gave the same kind of pills to all patients, regardless of their ills and without individual diagnoses, simply because the medical journals said that these were good pills and that all doctors should use them, would soon be charged with malpractice. An analogous situation all too frequently obtains in counseling.

PROCEDURES IN COUNSELING

Assuming that a dependable diagnosis has been made, what does the counselor do to utilize this information in assisting the student to achieve optimum adjustment and maximum satisfaction? In answering this question, we may discuss the techniques used in the interview and those involving action outside the interview. Both types of techniques are equally necessary for effective counseling.

Techniques of counseling may be classified under five headings: (1) establishing rapport, (2) cultivating self-understanding, (3) advising or planning a program of action, (4) carrying out the plan, and (5) referring the student to another personnel worker for additional assistance. In the interview the counselor assists the student to become oriented. This means helping the student to understand his own assets and liabilities, the causes of his present problems, and the steps necessary to correct these difficulties and to avoid future ones. Only then do counselor and student take the necessary steps to carry out the plan of action upon which they have agreed as feasible and desirable.

¹⁵ The popular method of basing counseling upon the results of self-diagnosis by students, without critical review by a counselor, is not effective counseling. The student's opinion of his own assets and liabilities is a necessary datum but not a substitute for diagnosis by a competent counselor. Moreover, collecting these opinions on an unstandardized questionnaire can scarcely be accepted as a means of improving their validity. Self-analysis is self-analysis whether it is recorded verbally or by use of graphite and ink.

ESTABLISHING RAPPORT

The effectiveness of the counseling interview depends in large measure upon the degree of rapport established and maintained between the counselor and the student. This is a varying relationship, and there are no general rules which will fit *all* situations. The following suggestions must be adapted and used in terms of the kind of student being counseled.

Needless to say, the counselor must have a deserved reputation for competence, kindness, respect for the student's individuality, and the keeping of confidences, or the student will not cooperate. In some cases, the student's faith in the effectiveness of the counselor may be cultivated by certain procedures in handling the student which tend, legitimately, to build up the status of the counselor. Where facilities are available, the counselor should have an outer office where the student is met by a receptionist, and a special office where preliminary testing and interviewing are done by a clerical staff. Such personalized and preliminary steps not only provide necessary data for the counselor's diagnosing but will also, unless the student is emotionally disturbed or entirely negativistic, put him at ease and convince him that the counselor is seriously attempting to individualize his counseling. This will tend to facilitate interviewing in that the student will not feel compelled to hold back information or attempt to "slip something over" on the counselor.

When the student is finally ushered into the private office, the first thing to do is to put him at ease by greeting him cordially *by name*, shaking hands, and avoiding any semblance of impatience or ill humor. The counselor should maintain an atmosphere of absorption in the student's welfare and avoid giving the impression that he is a busy man and must hurry through this case and get on to the next. The important factor in establishing rapport is the personal touch which the counselor gives to the interview, the feeling of personal understanding which he inspires.

With many students, the counselor should open the conversation casually, avoiding embarrassing pauses and guiding it to topics related to what he has learned (from data collected beforehand) are special interests, hobbies, or other unembarrassing

features of the student's life. Bringing the conversation to familiar ground in this manner will enable the student to "get started," while the counselor, by sympathetic listening and by remarks indicating interest, can lead the student to feel that he is his friend and has more than a casual interest in him. But at no time should the counselor discard his professional relation. His relation to the student should be "a happy medium between domination and aloofness."¹⁶ The counselor must remain personal in his manner and impersonal in his interest in the student.

With other students the gentle treatment just suggested may not be effective at all. What is necessary is a flexibility of techniques. The counselor may need to try several approaches in rapid succession before he hits upon one which "clicks" with the student's personality. Often a direct and frank, or even brusque, approach is more effective. As Strang says:¹⁷

Too much emphasis, perhaps, has been put on the indirect approach. When a student asks a personnel worker a direct question, he usually has the right to expect a straightforward answer. When a student comes to a counselor with a definite problem on his mind, he is not likely to be favorably impressed by what seems to him an irrelevant preliminary discussion. The approach, it must be reiterated, varies with each interview, but in general the frank, rather than the subtle, approach is favored by experts.

As the interview progresses the counselor follows up leads in order to maintain rapport. In this connection Symonds and Jackson¹⁸ suggest:

Be on the watch during the interview for any sign of emotion, particularly blushing, nervousness, or hesitation in answering, or any symptom that indicates an arousal of emotion, because that point in the situation is a sensitive spot that needs to be probed further. This cannot be done directly, but it may be approached in a roundabout way, just as a dentist when he hits a sensitive spot in working upon a decayed tooth carefully avoids that spot but cleans out all around without touching the sensitive spot again.

¹⁶ Strang, *Behavior and Background of Students in College and Secondary School*, op. cit., p. 49.

¹⁷ Ruth Strang, *Counseling Technics in College and Secondary School*. New York: Harper & Brothers, 1937, pp. 66-67.

¹⁸ Percival M. Symonds and Claude E. Jackson, *Measurement of the Personality Adjustments of High School Pupils*. New York: Teachers College, Columbia University, 1935, p. 79.

A most important caution needs to be given concerning rapport. Here again Strang¹⁹ has summarized it very well: "Rapport cannot be evaluated in terms of the confidences disclosed. If a student has been frank and not glad of it, good rapport has not been established. He should not be tricked into giving confidences. From the therapeutic standpoint, it is unwise to allow the student to tell his story if good rapport has not been obtained."

Symonds has written a very helpful article, with illustrations of effective and ineffective techniques. He summarizes his points thus:²⁰

An interview should have meaning for both interviewer and interviewee. The subject in the interview should know where he is, who the interviewer is, and exactly the purpose of the interview. Plan to hold the first interview on irrelevant matters. Rapport is hastened by doing things together. A successful interviewer is relaxed. Learn whatever possible about the person before the interview, particularly the favorable things. Treat the person being interviewed with respect and make him feel his importance to you. Genuine praise is an important factor in building rapport. The interviewer should identify himself as completely as possible with the subject, at the beginning of an interview. A successful interviewer is sympathetic. Each interviewer brings to an interview his own emotional habit patterns—and he should beware lest he meet sallies on the part of the subject with defensive reactions of his own.

Good questions are those which do not require yes or no for an answer, invite a child to talk freely, do not suggest the answer. The successful interviewer does not repeat what the other person has said, does not place values on what the subject says, does not generalize, is not annoyed at pauses in the interview, follows leads, particularly those involving personal relationships, and does not do all the thinking.

CULTIVATING SELF-UNDERSTANDING

In the counseling interview, not necessarily separated in time from the diagnostic interview, the counselor assists the student to understand himself, advises what to do, or helps to plan the next steps. This plan must be predicated upon, and consistent

¹⁹ Strang, *Counseling Technics in College and Secondary School*, op. cit., p. 67.

²⁰ Percival M. Symonds, "Securing Rapport in Interviewing." *Teachers College Record*, Vol. XXXIX, p. 722, May, 1938.

with, the student's self-understanding and must also offer the greatest probabilities of yielding optimum adjustment and satisfaction.

To be effective, counseling must be based upon an enlightened understanding *by the student* of his own assets and liabilities and of the implications of the diagnosis. In other words, the student must understand just where he is weak and in what things he is strong. He must also *want* to carry out a program of action (educational, vocational, emotional, or social) which will utilize assets and minimize or overcome liabilities. *The effective counselor is one who helps the student to want to utilize his assets in ways which will yield success and satisfaction.* He can do this only if he is *en rapport* with the student. In this sense the counselor himself functions as an incentive to produce student motivation. He hopes thus to induce a strong urge or drive to utilize assets and to overcome liabilities, sometimes through changing objectives, sometimes by becoming desensitized to emotional problems and conflicts.

In cultivating the student's enlightened self-understanding, the counselor must translate the technical facts made available by analysis into the student's own language. He must avoid technical terms such as percentile ranks, coefficients of correlation, and critical scores, unless these terms are defined in the student's own language. On the other hand, translating into the student's language should not be carried to the point of causing the student to conclude that both he and the counselor are in the same state of ignorance of the student's assets and liabilities. Consequently, the counselor must maintain an attitude and bearing indicative of his professional background, which gives him an advantage over the student in interpreting the case data.

It is often a questionable procedure for the counselor to show the student his test profile. Even if percentile ranks are defined and test scores are interpreted, there is still serious danger that the student will remember only his low scores and may conclude that he has "failed" a test if his percentile rank is 50. Few students are able to understand the difference between percentiles and the customary marking system involving 60 as "passing." The tendency to be sensitive about low scores is too prevalent to risk the danger that the student will remember only his low scores. Frequently, the counselor will not even mention such

low scores especially if there are indications of sensitivity. For these and other reasons, the counselor would do well to interpret test and other data verbally.

When interviewing a student, the counselor should not sit with the profile and tests in front of him and study them. He should look *at the student*. Otherwise he is apt to lose rapport with the student and to make him feel more like a "case" than an individual. Students remember the intimate data which they have written in the testing room, but the counselor should not make them too aware of it. The counselor should familiarize himself with the case data before the interview takes place and then ask questions based on that preliminary inspection, watch the student and his reactions, and direct the conversation accordingly.

In interpreting and translating the diagnosis and in explaining the evidence leading to that diagnosis, the counselor must make certain, as he proceeds, that the student is following him in the marshaling of the evidence leading to that diagnosis. The counselor proceeds no more rapidly in his explanation than the student can follow. The counselor does not enumerate in detail all the steps in his own diagnosing nor does he touch upon all the evidence. He telescopes his own thinking, marshaling only that evidence which appears to be relevant to that diagnosis and to the desirable programs of action. This means that he mentions facts which point to, or from which he infers, his diagnosis and mentions, for purposes of persuasion, those liabilities which rule out certain lines of action.

ADVISING OR PLANNING A PROGRAM OF ACTION

The counselor must begin his advising at the point of the student's understanding, *i.e.*, he must begin marshaling, orally, the evidence for and against the student's claimed educational or vocational choice and social or emotional habits, practices, and attitudes. The counselor uses the student's own point of view, attitudes, and goals as a point of reference or departure. He then lists those phases of the diagnosis which are favorable to that point of reference and those which are unfavorable. Then he balances them, or sums up the evidence for and against, and explains why he advises the student to shift goals, to change

social habits, or to retain the present ones. The counselor always tells what a relevant set of facts means, *i.e.*, their implications for the student's adjustment. In other words, he always explains why he advises the student to do this or that; and he does the explaining as he orally summarizes the evidence. If in this way the student's confidence in the counselor's integrity, friendliness, and competency has been secured, the student should be ready to discuss the evidence and to work out cooperatively a plan of action. He should be in this state of readiness because he, too, has been reviewing, rejecting, and accepting the evidence for and against different programs of action as the counselor presented the data.

Obviously, this readiness to understand and to take the desirable steps implied in the diagnosis often cannot be achieved by the student within the limits of a single interview. Especially is this true for students who have emotionalized ideas of their own aptitudes and who may be in a state of emotional conflict. Indeed, if a student with a problem of choosing an occupation still hesitates to make a choice after the counselor has interpreted the case data, then the counselor may suspect that emotional blockings are at the base of the vocational problem. These conflicts must then be cleared up before the student can be counseled effectively regarding his choice of an occupation. In this type of case, occurring quite frequently, mental hygiene counseling must precede or be integrated with other types of counseling. In still another type of case, helping the student to choose an occupation may clear up or prevent emotional problems. Thus we see that at all times the counselor must be alert to the possible reciprocal relationships among different types of maladjustments.

Ordinarily the counselor states his point of view with *definiteness*, attempting through *exposition* to enlighten the student. If the student shows unwillingness to accept the implications of the facts or is unable to think of desirable next steps, a useful technique is to tell him to think it over for a week and to return later for further discussion. The case is continued, and the student is urged not to lose contact with the counselor. If there appear to be equally desirable alternative actions, the counselor says so frankly, adopting the attitude of *working with* the student in

solving the problem. He avoids a dogmatic position and reveals to the student an attitude of bringing knowledge, experience, and judgment to the student's assistance.

On the other hand, the counselor does not at any time appear indecisive to the extent of permitting loss of confidence in the validity of his information. He maintains a varied and running discussion of the case data, constantly shifting his exposition and illustrations in terms of the student's verbal and facial reactions during the interview. In this way, the counselor seeks to arrive *cooperatively* at an interpretation of data and a program of training which will strike fire in the student's imagination and will result in a desire to achieve a goal which will be of lasting satisfaction because it is consonant with potentialities.

In the counseling interview, the counselor must not take advantage of the state of suggestibility exhibited by many students. Because of the prestige of the counselor, because of the concern of the student that he avoid further difficulties, and because of blind faith in tests as infallible guarantees of success, many students are prone to accept the counselor's advice without critical review of the evidence. But the counselor desires that the student choose a program of action which will lead to self-propelled activity toward an achievable goal. He must be venturesome in diagnosing and advising but at the same time sensitive to the limitations inherent in his techniques and prognoses. He is fully aware of the many possible and uncontrollable factors which can upset his predictions, even when his diagnoses are correct.

This state of suggestibility in the student is a necessary factor in maintaining rapport, but it must not be misused. Rather, the counselor seeks to induce an experimental attitude in the student, a willingness to try out the counselor's suggestions and his own ideas. Usually the counselor states quite frankly that his advice consists largely of activities to be tried out by the student, that there is no single "right" thing to do, only general suggestions to be tried out by each student and to be evaluated after the try-out. Advice is tentative and subject to revision as contradictory evidence is collected. Frequently, the counselor urges the student to try out a program of action suggested by the student even though that program may be inconsistent with the diagnosis.

But, of course, the effective counselor follows up the student to assist in evaluating the tryout.

Thus we see that counseling calls for resourcefulness in helping the student to think of things to be done, actions which are appropriate to the individuality of the student. It is no easy task to achieve that *balance between definiteness and open-mindedness* which produces a richness of appropriate and possible next steps for the particular student to evaluate. For this and many other reasons, each student must be counseled according to a new set of procedures which are appropriate to his unique potentialities. Standard procedures are merely resources to be modified and adapted to the individual. The very essence of counseling is that the program of action shall be appropriate to the individuality of the student.

Frequent mention is made in the literature of personnel work of the dangers inherent in giving positive advice to students. Many workers contend that the counselor merely presents information which the student uses in arriving at a decision. It is, of course, true that the student must become self-reliant and must assist himself; but many students are not able to see the implications of the information presented by the counselor. To try to force a student to diagnose his own difficulties unaided by an adult, to understand his own psychology, and to see clearly the necessary steps he must take is to make him attempt a task which is often beyond the capacity of the immature student. Moreover, many students are unwilling as well as unable to understand themselves. In such cases, the counselor must *begin* the process of stimulating and assisting the student to solve his own problems. There is as much danger of error in being passive with all students as in being dominating. *The effective counselor is one who adapts his techniques of advising to the personality of the student.* No general rule is applicable to all students. *The essence of counseling is to do that which needs to be done to assist the student sitting on the other side of the desk.*

At the present time it is the mode for counselors to pontificate that "no counselor should decide for a student." This is, of course, a *half-truth* and is often used as an excuse for giving no assistance whatever. A similar lack of understanding of pupil psychology is exhibited by those progressive teachers who fear to

remain in the same room with pupils lest "freedom be infringed upon." Dewey has protested against this abuse and lack of understanding of the essential role of the teacher in the learning process.²¹

Having reviewed the evidence in arriving at his diagnosis, *i.e.*, having made a concise summary of assets and liabilities or of outstanding characteristics, the counselor is ready to advise *with* the student as to a program of action consistent with, and growing out of, the diagnosis. For convenience, we may summarize methods of advising under the headings, *direct*, *persuasive*, and *explanatory*. All presuppose that adequate analysis and diagnosis have been made and that the student has been prepared for advice by means of the interviewing techniques discussed in the immediately preceding paragraphs. These methods of advising are all parts of the counseling interview and precede the action which takes place outside of the interview. With regard to all three methods, it must be emphasized that the effective counselor is he who is alert to the student's reactions and consequently adapts and modifies his actions in terms of the student's personality. Mechanical and arbitrary use of standard techniques is not counseling. The timing of techniques is the mark of an effective counselor. Moreover, it must be emphasized that the counselor's own personality plays a most significant part in counseling. If that personality is such as to prevent rapport, then all techniques will prove ineffective.

Direct Advising. In the direct method of advising the counselor frankly states his own opinion regarding the most satisfactory choice, action, or program to be made and followed out by the student. This method is usually used when students are tough-minded and insist upon a frank opinion. The counselor is also direct with students who persist with an activity or a choice which the counselor has reason to believe will lead to serious failure and loss of morale. In such a situation, however, the counselor maintains a sense of *his relationship as an adviser and not a dictator*. He says frankly that it is his opinion that a certain choice or action would be unwise and gives his reasons. Moreover, he states what he considers to be the probable outcome of the choice considered by the student. When counseling a timid

²¹ See *The New York Times*, Mar. 6, 1938, Education Section, p. 5.

student unable to decide upon any program of action, the counselor may *gently* urge a particular action in order to relieve the student of further worry so that they may together turn to the basic problem of emotional conflicts.

Persuasive Method. The second method of counseling is the persuasive. This is appropriate when the case data indicate quite definitely that one choice is to be preferred over all alternatives. The counselor, therefore, marshals the evidence in such a reasonable and logical manner that the student is able to anticipate clearly the probable outcomes of alternative actions. The counselor seeks to persuade the student to *understand* the implications of the diagnosis and the outcomes of the possible or alternative next steps. He does not dominate the student's choosing. This is not doing the student's thinking for him but rather urging him to look before he leaps.

Explanatory Method. The third method of advising is the explanatory method. In using this method, the counselor gives more time to explaining the significance of diagnostic data and to pointing out possible situations in which the student's potentialities will prove useful. *This is, by all odds, the most complete and satisfactory method of counseling*, but it requires many interviews. With regard to vocational problems the counselor explains the implications of the diagnosis and the probable outcome of each choice considered by the student. He phrases his explanation in this manner:

As far as I can tell from this evidence of aptitude, your chances of getting into the medical school are poor; but your possibilities in business seem to be much more promising. These are the reasons for my conclusions: You have done consistently failing work in zoology and chemistry. You do not have the pattern of interests characteristic of successful doctors which probably indicates you would not find the practice of medicine congenial. On the other hand, you do have an excellent grasp of mathematics, good general ability, and the interests of an accountant. These facts seem to me to argue for your selection of accountancy as an occupation. Suppose you think about these facts and my suggestion, talk to your father about my suggestion, see Professor Blank who teaches accounting, and return next Tuesday at 10 o'clock to tell me what conclusion you have reached. I urge that you weigh the evidence pro and con for your choice.

A fairly brief discussion of the general techniques which are being used with emotional and educational problems may serve as illustrations of some of these techniques of advising. In the case of students with emotional problems, the counselor may be dealing with a very complex type of maladjustment of long and intense development. These maladjustments may be identified by the methods to be described in other chapters. With regard to mild emotional problems, a student may recover balance and may shift attitudes if given a sympathetic opportunity to explain why and where he acquired them, if he actually knows. The counselor must be patient and slow-talking in order to establish the necessary rapport and confidence for advising in this type of problem. Usually, only under such circumstances will the student reveal the causes and the volcanic pressure of an unknown complex or uncontrollable social habits. Many times, merely changing the physical and social environment, with or without the above therapy, may relieve pressure and cause the sloughing off of undesirable habits and attitudes. Some of these emotional problems arise as a result of an intense desire to over-compensate for some inadequacy by getting social status in school and activities. The counselor's function is to reveal to the student his own psychological make-up and to suggest the relationship between experiences and emotional disturbances. For mild disturbances this type of therapy is sufficient. More serious problems require the expanded services of a trained psychiatrist or psychologist.

If a student is perplexed as to the proper curriculums to choose, the counselor suggests ones which call for qualifications consonant with the abilities of the student. For example, if he finds that a student has only the minimum academic ability required in junior high school work, he suggests that the student complete his general education on that level and then turn to other types of vocational training. He explains to the student the meaning of his academic aptitude in terms of the competition to be faced in higher levels, saying that the student will have more chances for successful competition if he turns to a *new type* rather than a higher level of education.

With regard to vocational plans the counselor constantly keeps in mind the requirements of training for a vocation; *i.e.*, he cannot

divorce educational guidance from vocational guidance. For every vocational choice made, he understands that the student must also exhibit potentialities for getting the training required by society and by the profession itself. Thus the distinction between vocational and educational guidance is seen to be purely artificial. It breaks down when a counselor faces a student. With regard to vocational plans, the counselor attempts to discover whether the student exhibits the characteristics necessary for success in the student's chosen profession or occupation and the academic aptitude required for training for that occupation. He also has in mind what vocational interests are necessary or desirable. Therefore, if a student has superior ability in mathematics, good academic intelligence, and a satisfactory pattern of interests, the counselor may suggest to him that he seek his vocational success in engineering, teaching mathematics, statistics, accounting, chemistry, or chemical engineering. The counselor's function is to suggest possible occupations commensurate with the student's aptitudes. The student may then choose the one which appeals to him. Then he and the counselor discuss the problems of where to get training, what finances are needed, and related problems.

CARRYING OUT THE PLAN

The counselor is often able to assist the student directly, and referral is unnecessary. The established rapport permits the counselor to make suggestions which could not be made by a stranger or by someone who had not carried the student through the diagnosis and the accompanying explanation. The counselor's training and experience determine what types of direct assistance he may provide. If he is technically trained in remedial reading, he may provide such assistance to students diagnosed as in need of this type of counseling. If he is experienced and informed about vocational aptitudes and occupational information, he may assist the student in the making of a choice and the appropriate plan of training. Each counselor must become trained in the handling of one or more types of problems, but few can handle more than a few types. The trained counselor knows when he has reached the limit of his technical competency

and usefulness, and he utilizes other resources in dealing with problems beyond his competency.

REFERRAL TO OTHER PERSONNEL WORKERS

The need for using other personnel resources is equally true of both counseling and diagnosing. For this reason, the counselor should seek assistance from other counselors for check diagnoses and for a review of his counseling suggestions. The beginning counselor will attempt to counsel all types of students because he fails to recognize his own limitations and the bewildering complexities of some problems. As he becomes more adequately trained through actual case experience, he will discover that he naturally "clicks" with some students and not with others. This tendency for counselors to specialize should be encouraged in so far as it is an outgrowth of the development of a style of counseling congruent with the counselor's personality and competency. It is a healthy state of affairs if it results from genuine inventiveness and the desire to achieve maximum effectiveness. But mere imitation of other counselors leads to mechanical diagnosing and counseling. All procedures and techniques must be used in a manner compatible with the counselor's personality; otherwise the student may be alienated and the results be negative. When the counselor recognizes the need for assistance in diagnosing and advising, he refers the student to specialized sources for information and assistance which the counselor cannot provide. For example, no counselor can be adequately informed about all occupations, employment opportunities, speech correction, and emotional maladjustments. Other specialized personnel workers must be called upon in assisting students to alleviate problems diagnosed, or at least identified, by the counselor.

Frequently the most appropriate advice given by a counselor is that the student see another counselor for assistance in understanding his problems. The referral technique may thus be used by the counselor at any point in his interviewing of the student. Since the same individuals are often used for both types of referral (for assistance with both diagnosing and counseling), it is necessary that the counselor designate in an accompanying letter or in a telephone conversation, what specific assistance the student needs.

A number of these special agencies to be used in referring students are listed below, classified by general types of problem areas:²²

Financial Problems. Employment bureaus (school, Federal, and state) and faculty, for assistance in getting part-time jobs during school, summer employment, and permanent jobs after leaving or graduating from school

Deans, faculty, and others, for special scholarships and loans. A letter of recommendation, specific in nature, constitutes an important part of the referral

Vocational Problems. Special collections of books and magazines in the library concerning current vocational information

Members of the faculty, community leaders, business and professional men, for vocational information

Faculty members, to review the student's vocational qualifications, as diagnosed by the counselor

Staff clinics (in the clinical type of guidance organization), to review the counselor's diagnosis and recommendations

Special courses in group guidance dealing with occupational information and problems of how to secure employment

Special vocational conferences sponsored by school or college in cooperation with service clubs, *e.g.*, Kiwanis and Rotary

Registration in school and college courses as a tryout diagnosis of aptitude, *e.g.*, drawing and art courses to determine art ability

Educational Problems. Registration advisers, principal or dean, faculty advisers, for information about courses of study and required prerequisites

"How to Study" courses, for specialized assistance in developing effective study habits

Faculty members, for special assistance or for recommendation of tutors in deficient subjects

Faculty advisers, for explanation of relationships of specific subjects to preparation for student's vocational goal

Teachers, administrators, parents, and fraternity president, for college students, for information about student's study habits, scholastic motivation, and achievement

Registrar or principal, for official transcript of student's grades

²² Adapted from an analysis of 2,053 cases of university students. See E. G. Williamson and E. S. Bordin, "An Analytical Description of Student Counseling." *Educational and Psychological Measurement*, Vol. I, No. 4, pp. 351-352, 1941.

Deans or principal, for permission to arrange a special sequence of subjects more in line with the student's needs, aptitudes, and interests than is the standard required sequence

Psychologist, for special diagnosis of reading disabilities and for remedial training

Parents, for assistance in getting students to select courses in line with aptitude

Social-personal-emotional Problems. Deans, principals, and others, for information about disciplinary action

Supervisors and deans, and student presidents in charge of extra-curricular activities, for assistance in getting the student into activities in line with his avocational and vocational interests and for giving the student opportunity to develop satisfying social adjustment, relationships, and skills

Interviews by the counselor with parents to get cooperation in rehabilitating students with emotional and social problems

Psychologist and psychiatrist, for specialized treatment of serious emotional conflicts

Parents for assistance in changing student's environment through transfer to a more appropriate school; and for changing the psychological conditions in the home which have led to conflicts between the student and his parents

Speech clinic for specialized diagnosis of speech disabilities and for remedial training

Health Problems. School or family physician or college health service, for treatment of illnesses or physical deficiencies, excessive fatigue, etc.

State Department of Rehabilitation, for financial assistance and for aid in getting permanent employment

Parents, for assistance in getting students to maintain health by diet, adequate rest, etc.

Instructors in physical education, for special corrective exercises for posture, muscular disability, etc.

Supervisor of physical education or intramural athletics, for introduction to recreational sports

SUMMARY

In this chapter we have outlined the interviewing procedures used by the counselor in preparing the student for the programs of action growing out of the diagnosis. We have also outlined the steps and techniques in the counseling procedure. These techniques must be based upon a dependable diagnosis of the

student's individuality. This understanding is not achieved through the prevalent method of uncritical self-analysis by the student or by a cursory interview with an untrained counselor. Without dependable diagnosis, the program of action developed by the student and the counselor as a means of achieving adjustment may be inappropriate to his needs. The counselor's techniques include those used in the interview, cultivating self-understanding, advising or planning a program of action, carrying out the program, and referring the student to other personnel workers.

Chapter 10. THE COUNSELOR'S PSYCHOLOGICAL BACKGROUND

Since much of personnel work is psychological in nature, it may prove helpful to search the literature of psychology and other fields of knowledge for certain facts and principles relevant to the task of the counselor. Such a psychological background will give the counselor a point of view and much of the information needed in both diagnosing and counseling. For example, the statement by a student that he wants to become a doctor immediately recalls to the psychologically trained counselor that successful medical workers occupy a position high in the hierarchy of occupations, and that high intelligence is necessary to a career in medicine. The counselor immediately begins to scrutinize the student's qualifications for such a "high" occupation. The facts of the occupational intelligence hierarchy "condition" the counselor's procedures in diagnosing and counseling the student. The more a counselor has immersed himself in knowledge of the psychological and economic nature of occupations and in empirical and statistical data on required abilities, the richer will be his associations regarding the possible meanings, implications, and recommendations when confronted by a student and his test profile and case data.

The facts and principles to be discussed briefly in the following pages constitute the intellectual background of the counselor. He should have so immersed himself in the results of psychological research and theory that he is able to aid the student to watch for certain signs or symptoms of adjustment and maladjustment. He should acquire the habit of looking behind the surface of facts or characteristics. His reading and experience have taught him that certain situations or conditions are sometimes indicators of particular problems, actual or potential. He has acquired a suspicion of popular causes of malad-

justments. His psychological training has induced a conviction that the logic and methodology of science (when properly applied) are more likely to yield dependable understanding than are the methods of character analysis and so-called common sense. Lastly, his clinical and experimental training has taught him that psychological laws hold true only for specified and restricted conditions and that the student must synthesize case data to infer correctly whether the conditions are sufficiently identical with those from which laws were derived to warrant application to the present situation. Thus the clinical counselor approaches his task with information, points of view, and skills which differentiate him from the untrained teacher-counselor and from the general counselor. An understanding of this background will provide an explanation of how the trained counselor functions. It will also suggest the desirable type of training for counselors, not in terms of formal requirements of hours and credits in graduate work, but in terms of the content of such courses of study.

These important facts and principles will be discussed under five major headings: (1) science and personnel work; (2) unscientific methods of diagnosing; (3) understanding the world of work; (4) neglected factors in educational counseling; and (5) language as technique in counseling.

SCIENCE AND PERSONNEL WORK

Measuring Human Characteristics. Counselors accept the yardstick as a more accurate method of measuring height than the technique of estimating or comparison with the variable but venerable "King's forearm." But the measurement of mental characteristics by psychological tests is still viewed with suspicion by many persons, scientists as well as laymen. Such individuals prefer to estimate intelligence, for example, by the interview and conversation method, rather than by the psychological test method.

The arguments of Thorndike should have settled the case for measurement in 1921, but shades of doubt still seem to persist. As Thorndike¹ concludes: "Whatever exists, exists in some

¹ Edward L. Thorndike, "Measurement in Education." *Teachers College Record*, Vol. 22, p. 379, November, 1921.

amount. To measure it is simply to know its varying amounts. . . . If any virtue is worth seeking, we shall seek it more eagerly the more we know and measure it. It does not dignify man to make a mystery of him."

Allport² has summarized this measurement point of view as follows:

Personality is so complex a thing that every legitimate method must be employed in its study. Excluded only are those fallacious ways that science has long since learned to avoid: hearsay, prejudiced observation, impressive coincidence, the overweighted single instance, old wives' tales, question-begging inductions and deductions, and the like. Such methods are used by charlatan characterologies (astrology, numerology, palmistry, and cranioscopy) as well as in uncritical everyday discourse. They lead nowhere. But apart from these, there are a great many *legitimate* methods of studying personality, each with a proper place in the armamentarium of the psychologist.

The basic method in psychology is the same as that employed by common sense, viz., *observation* of a datum, coupled with *interpretation* of its significance. The only difference is that psychology ordinarily follows the lead of the older sciences and makes use of ingenious and controlled techniques for securing observations normally not available to the layman; and in interpretation psychology is hedged in with various rules of evidence and logic which do not bind the layman or artist.

These principles of measurement may be applied to the testing method. Despite the apparent foolishness of paper and pencil tests of mental traits (some of them do look to be easy enough for every normal person to answer them correctly), the test of their validity is to be found not in a superficial inspection but in an empirical and statistical trial. The intelligence tests, the scholastic-achievement tests, and the special-abilities tests (*e.g.*, clerical aptitude and mechanical abilities), when put to this statistical test, have proved their value for yielding dependable diagnoses. Although tests in the personality field have not yet been subjected to as careful experimental tryout, yet the results thus far justify the conclusion that the test method will prove to be adaptable to the measurement of many elusive but important personality traits.

² G. W. Allport, *Personality: A Psychological Interpretation*. New York: Henry Holt and Company, Inc., 1937, p. 369.

The counselor approaches the task of diagnosing a student's problem with an understanding of the voluminous record of scientific attempts to apply measurement techniques to human characteristics. He knows that this methodology is more dependable than mere impressions and estimates, and he is convinced that the measurement method, when used with safeguards for its weaknesses and limitations, will yield dependable bases for diagnosing. Without such an attitude, the client and the counselor will be unable to differentiate between dependable facts and vague impressions. With this point of view, they will seek verification of impressions rather than depend upon mere unsupported assumptions of validity. The counselor in particular will be suspicious of mere verbalizations as dependable evidence of validity. Operating upon Thorndike's theorem, the counselor will recognize the difference between measurement by means of a dependable yardstick and those vague impressions and estimates which characterize the diagnoses made by unpsychological counselors. Although a clinician may be forced to use estimates in many areas of diagnosing, since dependable yardsticks are few in number, he will not confuse the two; *i.e.*, he will recognize the errors and limitations inherent in his impressions. The recognition that he is forced to use impressions will in itself guard him from being dogmatic in his diagnosis. Rather, he will provide a measure of probability for his estimates and seek to reduce the extent of his errors by check and recheck. In other words he will recognize when he is diagnosing on the basis of guesses and estimates and when he is using dependable facts yielded by measurement.

In applying the principle of measurement, the trained counselor will recognize that each student must be diagnosed and counseled as a unique individual with a unique background. But to understand this uniqueness, he must first understand the student's deviations from, or similarities to, other students of similar educational status. This principle of human measurement is so universally accepted and used that it needs no elaboration. It underlies the measurement of every human trait. All such measurement is relative to the scores of the individuals measured. But the interpretation of all test scores and of all items on a test must be made in terms of the peculiarity of an individual's own unique background. No test can be inter-

preted mechanically and given the same average weight for all individuals. The measurement of all individuals must be uniform if the results are to be applicable to all. If the yardstick varies in length from one individual to another, then the results are meaningless. Measurement must be uniform, but the interpretation must be made for each individual in terms of his background. Before any interpretations can be made, there must be a norm by which to measure the deviation of one individual from another and from the group average.

Cause and Effect Relationships. The counselor with a psychological background will not be induced to diagnose causes of problems on the basis of mere contiguity in time and space.³ In other words, he will not infer that a particular student has emotional immaturity and instability merely because he happens to be an only child or that his parents have been separated. He will not carelessly infer a causal relationship between extracurricular activities and scholarship merely because one failing student participated to excess. Causal relationships are not identified or established by the mere association of two characteristics. The counselor must discover whether scholastic deficiency occurs more or less frequently among students who participate in no activities, or whether a third variable operates to produce this apparent relationship.

Parenthetically, it is always amusing as well as disturbing to attend educational meetings and hear debates on scholastic rules and regulations. Faculty members who are most rigorous in ruling out flimsy evidence in their personal research in chemistry, zoology, physics, etc., often argue for generalizations on the basis of one student who happened to exhibit the two characteristics under discussion. For example, one science teacher argued for the curtailment of extracurricular activities because they interfered with studies. He offered as evidence for this causality the stories of a few students he had investigated and found to be low in their studies and also very active in social affairs, student offices, etc. He needed but one or two cases to prove causality. He overlooked the well-known fact that careful investigations show a trend for high grades to be associated with extensive

³ See Allport's discussion of Lewin's differentiation between "genotype" and "phenotype" causality. *Ibid.*, pp. 16, 86, 324-326.

participation and for both factors to be associated with high intelligence.⁴

The counselor will not jump to the conclusion that a particular problem is necessarily *caused* by a particular set of conditions present in a particular student's case history. He will have in mind, to assist him in avoiding such hasty generalizations, numerous studies on large populations. He will look for the negative-plus type of evidence before accepting the plus-plus type. Instances of dissociation will carry as much weight with him as will positive instances. He will know the dangers of generalizing from one instance, experience, or case, even though his own personal experiences are in line with what he sees in the student's case history. Indeed, he will be suspicious of generalizations of causality supported by the type of evidence introduced by the remark, "I know a man who . . ."

Particularly will the psychologically minded counselor be suspicious of "logical" evidence brought forth to support generalizations of causality. He will know that observational evidence must be used in the absence of scientifically derived facts; but he will want to preface the generalization by the phrase "tentative, subject to revision when more dependable evidence is derived from experimentation." He will know that personal experiences are tricky and shifty bases for generalizations because the conditions are seldom duplicated from one individual to another and because of the unreliability of memory and interpretations of recalled observations. In other words, he will seek to be as rigorous in accepting evidence from personal experiences as is the scientist in his laboratory experiments.

In approaching the task of diagnosing, the counselor will be looking for dependable evidence upon which to base a diagnosis of the causes of the client's problems. He may be forced to accept as evidence, hearsay reports, vague impressions, or gossip; but he will not be so far confused in his thinking as to assume that all information is dependable per se, independent of its origin and means of collection. He will scrutinize the origins of data as carefully as he does the data themselves, knowing full well that the logic of science must be applied outside of the laboratory as well

⁴ F. Stuart Chapin and O. Myking Mehus, *Extracurricular Activities at the University of Minnesota*. Minneapolis: University of Minnesota Press, 1929, pp. 64-78.

as within. Therefore, he will have so immersed himself in the research literature of human measurement that he will be able to "spot" quickly situations which appear to be contradictory to established causality. He will not accept the transfer of the authority of opinion from one field to another because authority or reputation as a scientist in one field may not be transferred to a totally different field of life. A lifetime of dependable and authoritative research in one realm of knowledge does not, *ipso facto*, permit the making of dependable generalizations in another and independent field. Indeed the counselor will recognize the tendency of some reputable scientists to speak with assumed authority in all fields of knowledge except their own, in which they are commendably cautious.

Clinical Work as the Application of Group Statistics. The counselor with psychological insight will recognize that the art of diagnosing consists, in part, of the application of statistics, concepts, hypotheses, and generalizations derived from the study of a group, to particular individuals who may or may not be similar to the individual client at hand. The physicist derives from his studies generalizations applicable only when the peculiar conditions of his experiment obtain. In other words, a law is a statement of what happens when such and such conditions obtain. Now in the field of human adjustments, research workers have discovered dependable generalizations which were derived from, and hold true only for, particular conditions. Still, many counselors apply these psychological laws carelessly to any and all conditions. In contrast, the trained counselor searches for a dependable understanding of a client's conditions before concluding that such and such a generalization holds true for that particular student.

An illustration will clarify this point. Numerous investigations have shown that test-retests of the intelligence of children reveal a tendency for IQ's to be relatively (or remarkably) constant since the *average* change approximates but five points in IQ. Oblivious to the fact that every average has its standard deviation, many counselors operate on the false premise that this generalization means that *every* child will be found to vary no more than five points. Forgotten are the many children who varied *more* than five points. Obviously a counselor should not infer that every child will resemble the average tendency of the group

upon which the generalization was established. Every member of a group is not identical with every other member. In applying group statistics to an individual, counselors often operate upon the assumption that there are no individual differences, that everyone falls at the average, and that the standard deviation is a figment of the statistician's imagination, or merely a section of a textbook not to be found in everyday life.

The group norm, or average tendency, should be used as a point of departure for individualized application of the generalization, with appropriate modification of that group tendency to fit the individual's peculiar conditions which differentiate him from the group and, as a result, make group statistics partly inapplicable.

This note of warning is particularly relevant for that phase of personnel work which involves the prediction of scholarship. Usually counselors base their diagnosis of educability upon the coefficient of correlation between test scores and grades. This statistical generalization of relationship masks certain important modifications of that relationship applicable to students on different levels of tested aptitudes. An inspection of the scattergraph itself will usually reveal two significant corollaries: (1) a very large percentage (sometimes 50 per cent) of high-aptitude students (frequently men) receive average, or lower than average, grades; and (2) a very small percentage of low-aptitude students receive average, or higher than average, grades. Thus an understanding of these two modifications of the generalized relationship will cause the counselor to be more cautious in predicting success merely on the basis of a high test score and correspondingly more positive (but not dogmatic) in predicting failure (or unsatisfactory standing) for students with very low test scores. Additional study of students will influence the counselor in other ways to be discriminating in applying group generalizations to particular students. Statistical constants are the starting point and not the end step in individualized diagnoses.

The psychologists discovered individual differences and built their science upon that principle. They should, therefore, be the last to apply blanket generalizations to everyone regardless of individual differences. The group norm, average, or tendency is a point of departure in individualized diagnosing—a point of departure and not an anchor. The application of group statistics

to individuals, an essential step in diagnosing, is not based upon the assumption of the identity of all individuals. Psychological laws can hold true only for particularized sets of conditions; for dissimilar conditions these laws do not operate. To attempt to force all individuals to conform to the group tendency regardless of idiosyncrasies is to violate the logic of science, the doctrine of individual differences, and the psychology of individuality.

Clinical Work as the Diagnosis of Individuality. A most significant stimulus for the counselor's professional orientation as well as a reorientation in his conception of the purpose and methodology of his diagnosing is to be found in Allport's ⁵ work. The relevancy of this point of view for counseling can best be illustrated by means of the following quotations.

With regard to the necessary modification of methodology in diagnosing individuality as contrasted with understanding of "mind in general," Allport writes: ⁶

General laws have value in depicting the common ground upon which all individual minds meet. But this common ground is really a no-man's land. When the investigator turns his eyes upon the individual, he finds that in him all laws are modified, or as Wundt would have it, exceptions always occur. But a more liberal interpretation of the nature of law, considering it to be *any uniformity that is observed in the natural order*, is equally possible. In this sense, each person by himself is actually a special law of nature, so too is any structural occurrence within the pattern of his life. Though individuality is never twice repeated, it represents nevertheless order in nature. If it were possible to grasp the complex totalities within a single individual life, to understand their formation, reciprocal action, directional tendencies, and dynamics—even though the discovery should have no wider application—it would be an achievement quite as significant as the establishment of any *common law*.

In discussing the limitations of factor-analysis methods for the diagnosing of individuality, Allport writes: ⁷

An entire population (the larger the better) is put into the grinder, and the mixing is so expert that what comes through is a link of factors in which every individual has lost his identity. His dispositions are mixed with everyone else's dispositions. The factors thus

⁵ Allport, *op. cit.*

⁷ *Ibid.*, p. 244.

⁶ *Ibid.*, p. 21.

obtained represent only *average* tendencies. Whether a factor is really an *organic* disposition in any one individual life is not demonstrated. All one can say for certain is that a factor is an empirically derived component of the *average* personality, and that the average personality is a complete abstraction. This objection gains point when one reflects that seldom do the factors derived in this way resemble the dispositions and traits identified by clinical methods when the *individual* is studied intensively.

In reviewing the scientific methodology for the study of the individual's unique pattern of common traits, Allport has this to say (his chapter on methods is impressive in terms of the variety of methods):⁸

The methods for establishing a trait depend upon the kind of trait that is the object of investigation, whether it be a common trait or an individual trait. In the latter case, the so-called clinical method is ordinarily used, especially by psychiatrists, psychoanalysts, consulting psychologists, and writers of case histories. The investigator makes a sustained study of a particular individual and on the basis of personal acquaintance with the case pronounces that such and such traits are outstanding. Now, the objection to this method is that it rests ultimately upon the "intuition" of the investigator and is without the benefit of objective verification. The clinical method stands next door to common sense in its reliance on subjective pronouncements. But in defense of the clinical method it may be urged that prolonged critical probing of many-sided material, even though executed by a single mind without external checks, tends to be *self-validating*. Erroneous first impressions are transcended and the true pattern emerges with acquaintance. This line of defense does not, of course, justify all dogmatic assertions concerning traits, nor does it deny the inherent danger of subjective diagnosis. It merely hints at the fact (more fully discussed in Chapters XIV and XIX) that direct, synthetic judgments have their place even in scientific studies of personality.

It should be apparent from the preceding quotations that Allport has contributed to the development of a theoretical basis for personnel work. But counselors will note that he weakened his contribution by isolating the individual from the group. If the statistician and psychologist have lost sight of the individual in the group, it is equally true that many clinicians have forgotten that the individual is a member of a group and must be studied as

⁸ *Ibid.*, pp. 314-315.

such. Either extreme point of view will lead the counselor to inaccurate diagnosis. These two extremes must be synthesized.

While it is of the very essence of personnel work that it attempts to understand the individuality of each student, yet it is apparent that counselors cannot be content with the self-contained validity of that diagnosis or with the lack of reference to the fact that the individual lives, operates, and competes with other individuals. For this reason, it becomes necessary, as an essential step in the diagnosing of individuality, to compare an individual with other individuals with whom he competes and to whom he must adjust. This *individuality in the group* must be the counselor's concern. Therefore, group norms are necessary tools in diagnosing individuality. Norms may be used not only for self-comparisons but equally as much for intercomparisons with other individualities. Thus we arrive again at the need for the counselor to study "mind in general." But this necessity does not contradict Allport's contention that methods of studying "mind in general" mask the very uniqueness or individuality which the counselor must understand. Individuality must be understood not only by intraindividual diagnosis but also in terms of differentiation from other individualities, which differentiation gives meaning to the uniqueness of the individual. In this sense, to use a group norm as a point of reference serves to heighten the individuality of the student.⁹ But, as Allport points out, this type of differentiation is now possible only for separate traits since no *statistical* methods now permit comparison (or measurement) of the *pattern* of an individual's traits, either common or individual.

The above corollary to Allport's point of view is particularly necessary in those phases of personnel work wherein predictions are made with regard to competition and adjustment involving an arbitrary standard set up in terms of "common" traits. From this viewpoint of external adjustments, tests of common traits (not individuality) are necessary and valid and yield indispensable data for prediction, since a student must meet the minimum *group* standard in a *common* trait if he is to adjust successfully. His individuality per se is important to a valid diagnosis, but it may not always be useful in compensating for deficiencies in

⁹ The need for this corollary to his general thesis is partially admitted by Allport. *Ibid.*, pp. 397-398, 402, 549, 562.

common traits. For example, the individuality of the personality pattern of a low-aptitude student may be interesting and different from that of a high-aptitude student, but the former still will not meet the group standard in the common trait, aptitude. In other words, individuality will not always compensate for deficiencies in necessary common traits. Therefore the group norm of common traits (which admittedly ignores the uniqueness of the individual's pattern) is necessary as a point of reference and comparison in diagnoses and prediction for interindividual competition as judged by group standards. The individual does not adjust to himself alone but to the group as well. This is a condition as much ignored by some clinicians absorbed with individuality as is the individuality ignored by most, if not all, statisticians, group testers, and group predictors.

The microscopic method of diagnosis cannot be substituted for the telescopic when we are dealing with interindividual comparisons and competitions. It is true that experimentalists and statisticians have lost (ignored) the individual; *but the clinicians must beware lest they lose sight of the group.*¹⁰ Essentially, what the personnel worker needs is a point of view and a method (or methods) by which he can diagnose the individuality of the student *superimposed* upon the group pattern. The fact that we have as yet only inadequate experimental and statistical methods for diagnosing the *pattern* of individuality does not deter the clinician (as it does the experimentalist and statistician) from using the cruder methods available. Allport has ably presented the basis for the clinician's methods of diagnosing. Personnel workers must recognize that students are faced with the necessity for adjusting to arbitrary (variable and usually unreliable) standards set up in terms of common traits and with too little regard for factors in individuality which often compensate for deficiencies in common traits. Therefore the function of personnel workers must be to judge whether individuality compensates for deficiencies in common traits. If such is the case, a prognosis of successful adjustment is made despite a deficiency in group traits. Undoubtedly some students with low *general* aptitude succeed nonetheless because of compensatory individual traits, such as

¹⁰ Kurt Lewin, *Resolving Social Conflicts*. New York: Harper & Brothers, 1948, Chaps. 3 to 5, pp. 43-83.

drive, which are masked, ignored, or averaged by coarse group norms.

Individual and Trait Differences. The counselor's knowledge of individual differences should be as extensive as is the research literature on this topic. Although such differences were recognized long before measuring instruments were constructed, yet these yardsticks have yielded refinements of our knowledge. The counselor must expect to find a wide range of such differences on every educational level, in every type of occupation, and in every phase of life adjustments. While the extremely low-aptitude individual is eliminated from entrance to the higher educational levels, yet we must not assume identity in the aptitude of those who remain. The same condition obtains in every occupation; the extremely incompetent are eliminated, but a wide range of differences in ability is found among the successful workers. This anomalous situation is probably caused by the fact that no task in the classroom or in a job is performed by one type of ability alone, although one type may be of more importance than others. An individual may in part compensate for a low amount of a necessary ability by the utilization of that amount in a very efficient and vigorous manner or by the utilization of related abilities of which he possesses a higher degree. For example, many researches have indicated that students with low or mediocre intelligence may still receive high grades by the vigorous and efficient use of that ability (oftentimes with little time devoted to other activities) or by the use of compensatory abilities such as social intelligence, seeming alertness, rote memorizing of the teacher's words, or by other techniques often rather inelegantly referred to as "apple polishing."

If we apply the concept of individual differences, referring to the manner in which people differ from one another with regard to a particular ability, to the amounts of different abilities possessed by a particular individual, then we find ourselves confronted by a different set of facts associated with the concept of *trait differences*.¹¹ Just as individuals differ from one another in

¹¹ In part, Allport uses the term "individuality" to refer to what have been called trait differences. Crawford and Burnham, and Wolf use Kelley's term "idiosyncrasies" in the same sense. See Truman L. Kelley, *Interpretation of Educational Measurements*. Yonkers, N.Y.: World Book Company, 1927. Albert B. Crawford and Paul S. Burnham, "Forecasting College

the amount of a particular ability, in like manner, but to a lesser extent, does an individual differ within himself with regard to the amounts of different kinds of abilities he possesses. For example, we do not find that every individual secures equivalent scores on tests of intelligence, musical ability, and mechanical ability. Individuals tend to differ *within* themselves with regard to the amount of different abilities possessed.

The counselor should expect to find some students who are equally high in all abilities, some students who are average in all abilities, and some who are low in a few abilities, high in others, and average in still others. In other words, we cannot expect to discover that every student has the same amount of all abilities. If that were true, then we could diagnose all abilities simply by giving a test of any one ability on the assumption that all abilities are perfectly interrelated.

While space does not permit extended discussion, yet we may mention that the concepts of trait differences and unique abilities rest upon certain sources of evidence.¹² First, is the evidence derived from studies of the intercorrelation of tests of different abilities and the isolation of primary traits by factor analysis. While these correlations are not zero in magnitude, they rarely exceed .30. Sometimes it is contended that there are no special abilities (and therefore no trait differences) because Terman found that, *on the average*, gifted children excel nongifted children in all abilities and traits. But these gifted children were gifted in many abilities, not just one. In other words, it is contended, because a highly selected population of children was uniformly high, on the average, in all traits, that there are no unique traits. This evidence is no more amazing or relevant to our problem than is the equally well-established fact that feeble-minded children are, on the average, equally low in all abilities.

Achievement." Part I, *General Considerations in the Measurement of Academic Promise*. New Haven: Yale University Press, 1946, pp. 243-248. Ralph R. Wolf, *Differential Forecasts of Achievement and Their Use in Educational Counseling*. Psychological Monographs, LI, No. 1, Whole No. 227, 1939. Cecil R. Brolyer, "General Report on the Scholastic Aptitude Test." *Annual Reports of the Secretary*. New York: College Entrance Examination Board, 1931-1935.

¹² C. L. Hull, *Aptitude Testing*. Yonkers, N.Y.: World Book Company, 1928, pp. 36-49. See also Crawford and Burnham, *op. cit.*; Wolf, *op. cit.*

To base a sweeping generalization upon the characteristics of a highly selected population is to identify the homogeneous part with the heterogeneous whole.

That a few "straight A" students are equally good in all subjects in high school or college is equally irrelevant evidence. It has been established by many studies that the traditional academic courses are made up of subject-matter primarily intellectual in character. Different academic courses require the same type of ability, *viz.*, abstract intelligence. Hence to discover that high intelligence leads, in many cases, to fairly uniform achievement in academic subjects (excepting, of course, differences caused by differential motivation in different subjects) is no startling discovery. If, on the other hand, we found that each student achieved on the same level, assuming that grades are perfect indexes of aptitudes, high or low, in such dissimilar subjects as drawing, French, and music, then we might conclude that there is but one type of ability. As a matter of fact one investigation showed that the *average* intercorrelation among arts college grades was .66, which does not indicate equal and uniform achievement even within such a relatively homogeneous curriculum. Probably most students are not uniform and well rounded with regard either to abilities or achievement.¹³ A few straight A students are insufficient evidence for generalizations applied to all students.

Thurstone's isolation of seven primary abilities by the method of factor analysis is further (and refined) evidence of the fact of unique aptitudes. These have been named: number facility; word fluency; visualizing ability; memory; perceptual speed; induction; and verbal reasoning. But the differential significance (or validity) of these primary abilities for certain types of work, such as school courses, has not as yet been determined. However, unless the criteria of teachers' marks are in themselves undifferentiated (through common errors of judgment or the homogeneity of content of course), these unique or primary abilities should permit us to make refined and differential diagnoses as far as abilities are concerned in success.

Besides ability patterns, there are also patterns of interests and personality traits which need to be measured. We already know

¹³ Herbert W. Rogers, "The Reliability of College Grades." *School and Society*, Vol. 45, pp. 758-760, May 29, 1937.

from the work of Strong and Thurstone that there are unique or differential patterns of occupational interests. Guilford has shown that there are unique or differential patterns of personality traits with regard to introversion. Other research may yield more primary traits of personality.¹⁴

UNSCIENTIFIC METHODS OF DIAGNOSING

The relationship of scientific methods to personnel work was discussed in the above section of this chapter. A number of adaptations of this method must be made by the counselor in his attempts to understand the individuality of a student. But the effective counselor must do more; he must recognize and avoid unscientific methods of diagnosing. These are the get-rich-quick methods of irrational thinking and character analysis.

The Irrationality of Thinking. Counselors often operate on the assumption that students are able to think clearly, logically, and accurately, especially about their emotional experiences, abilities, and occupational ambitions.¹⁵ This assumption fails to take into account the suggestions coming from abnormal psychology, especially from psychoanalysis, that man is essentially an irrational animal. Actually counselors cannot assume that a student will always understand or reveal his emotional conflicts, especially if by so doing he will present himself in an unfavorable manner.

¹⁴ Edward K. Strong, Jr., "The Vocational Interest Test." *Occupations*, Vol. 12, pp. 49-56, April, 1934. "Classification of Occupations by Interests." *Personnel Journal*, Vol. 12, pp. 301-313, April, 1934.

Edward K. Strong, Jr., *Vocational Interests of Men and Women*. Stanford University, Calif.: Stanford University Press, 1943, Chaps. 10-14.

L. L. Thurstone, "Factorial Isolation of Primary Abilities." *Psychometrika*, Vol. 1, pp. 175-182, 1936.

J. P. Guilford, *Psychometric Methods*. New York: McGraw-Hill Book Company, Inc., 1936, pp. 451, 510-512.

¹⁵ "Psychotherapy cannot rely on the myth of the omnipotence of the rational. In therapy as in life, the irrationals are met, and they cannot be eradicated by appeals to reason. They must be resolved by patient use of free association or semi-free association, by release through abreaction, and by the insight and the new perspectives that come through a clarification of the transference and from a breakdown of resistance." Kenneth E. Appel, "Psychiatric Therapy." Chap. 34 in *Personality and the Behavior Disorders*, J. McV. Hunt, editor. New York: The Ronald Press Company, 1944, p. 1157.

The tendency to put one's best foot forward is too well known and too universally practiced to be ignored. If a student could diagnose his own emotional problems, he would have little need of the counselor's services.

Freud has summarized this point of view in relation to psychoanalysis as follows:¹⁶

There is knowing and knowing; they are not always the same thing. There are various kinds of knowing, which psychologically are not by any means of equal value. . . . Knowing on the part of the physician is not the same thing as knowing on the part of the patient and does not have the same effect. When the physician conveys his knowledge to the patient by telling him what he knows, it has effect. No, it would be incorrect to say that. It does not have the effect of dispersing the symptoms; but it has a different one, it sets the analysis in motion, and the first result of this is often an energetic denial. The patient has learned something that he did not know before—the meaning of his symptom—and yet he knows it as little as ever. Thus we discover that there is more than one kind of ignorance. It requires a considerable degree of insight and understanding of psychological matters in order to see in what the difference consists. But the proposition that symptoms vanish with the acquisition of knowledge of their meaning remains true, nevertheless. The necessary condition is that the knowledge must be founded upon an inner change in the patient which can only come about by a mental operation directed to that end.

Especially should the counselor be wary of the student's educational and vocational ambitions. Very frequently, students aim high vocationally, hoping to appropriate to themselves the perquisites of the higher professions. Thus a student wants to be a doctor in order to be well thought of or to be wealthy. The student jumps to the conclusion that because he has such motives, he must have the requisite abilities to achieve his goal. The very act of wanting success is assumed to be indicative of ability to achieve that goal, and the desire to succeed is assumed to be always associated with ability to succeed.

To assume that every adolescent is capable of logical and psychological thinking, when both experience and experiment have shown clearly that even adults do not or cannot think clearly, is to ignore some well-established facts. It is true that the coun-

¹⁶ Sigmund Freud, *A General Introduction to Psychoanalysis*. Garden City, N.Y.: Garden City Publishing Company, Inc., 1943, p. 249.

selor wants students to attempt to achieve goals which have meaning and attractiveness to them, so that they may be self-propelled or motivated. Yet we need not assume that the counselor's role is one of passively listening to illogical self-analysis, psychological blindness to deficiencies in abilities, and irrational attempts to cover up these deficiencies by attempting the impossible. It is the counselor's responsibility to provide orientation which will serve as the basis for a student's choice of achievable goals. The student chooses, but the counselor contributes data and mature judgment such as will increase the probability that the choice will yield the success and satisfaction desired by the student. The counselor provides the necessary professional assistance without which the student might wreck his chances for security and satisfaction.

*Character Analysis.*¹⁷ The industrial psychologist has made available an extensive body of knowledge concerning false methods of diagnosing human abilities, which knowledge is unknown to some counselors. The methods of diagnosing human abilities usually referred to as systems of character analysis have had a long and interesting, although misleading, history. Some of these systems of analysis are based upon the assumption that personality traits and abilities are associated with certain physical traits and, therefore, may be diagnosed or inferred by looking at, or by measuring, an individual's physical characteristics. Others are still more fantastic.

We can but briefly review some of these systems of character analysis and refer to scientific investigations which have revealed the falsity of the claims made for their accuracy. None of these systems are accurate or valid, although many of them are used widely. Many counselors have been unconsciously using some parts of these systems in their work; very few of us are free from the tendency to infer or diagnose mental or personality traits by means of physical appearances. We may name a few such fallacies observed; to be perfectly safe, we shall state that these are *false associations* of characteristics:

1. Red hair and emotional instability
2. Shifty eyes and dishonesty

¹⁷ Harold E. Burt, *Principles of Employment Psychology*. New York: Harper & Brothers, rev. ed., 1942, Chap. II.

3. Weak handshake and lack of will power
4. Long slender fingers and musical ability
5. High forehead and intellectual superiority
6. Receding chin and lack of will power

Now we may mention briefly a few *fake systems* of character analysis which cause errors in judgment. The informed counselor will have read widely on these and other systems:

Phrenology, or the identification of abilities by the contour of the features or bumps on the cranium, by the height of the forehead, or by the profile, particularly the chin and the bridge of the nose
 Graphology, or the identification of personality traits by means of the style of writing, *i.e.*, the way in which t's are crossed and a's and o's are closed

Palmistry, or the diagnosis of traits by means of the pattern of lines in the palm of the hand; and by the formation or pattern of the fingers and of the whole hand

Numerology, or diagnosis by numerical combinations obtained by assigning certain numbers to the letters of the name and the date of birth

Astrology, which calculates human characteristics and destinies from the influence of the relative positions of "benefic" and "malefic" stars and planets at the year, month, day, hour, and minute of birth, and the progressive changes in their relationships and their influences

The counselor should be familiar with researches on these systems of analysis in order that he may not be guilty of using them himself and so that he may instruct students and parents about these psychological gold bricks.

Fallacies of Human Judgment. Industrial and educational psychologists have made available to the counselor a better understanding of the pitfalls to be avoided in judging abilities and traits.¹⁸ Their researches reveal, as does psychoanalysis, the irrationality of human judgments. By statistical techniques the psychologist has identified errors in thinking, some of which were

¹⁸ Guilford, *op. cit.*, pp. 272-277.

Edward S. Jones, "Subjective Evaluations of Personality." *Personality and the Behavior Disorders*, J. McV. Hunt, editor. New York: The Ronald Press Company, 1944, Chap. 4.

Morris S. Viteles, *Industrial Psychology*. New York: W. W. Norton & Company, Inc., 1932, pp. 171-179.

later explained by the psychoanalyst. Now these errors in judging human abilities are not committed by the novice alone but are found in the judgments of trained adults. Therefore, it behooves the counselor to be as suspicious of his own judgments as he is of those made by others. Knowing the errors inherent in judging abilities will lead to avoidance of them by the counselor and to a more critical scrutiny of those types of data which constitute a method of analyzing the intangible but important traits not yet measurable.

We shall describe briefly a few of these causes of errors of judgments in the expectation that the reader will read widely in the references: ¹⁹

1. The "halo" effect, or the tendency for general impressions, favorable or unfavorable, to color or to distort the judgments of all traits.

2. The tendency to avoid making extremely unfavorable or extremely favorable judgments—error of central tendency.

3. The tendency for judgments to be biased, favorably or unfavorably, by too long and by too short an acquaintance with the individual.

4. The tendency for accuracy of judgments to vary with the possession, by the person judging, of the trait judged; one must possess some degree of a trait to be able to identify it in others.

5. The tendency for variations in accuracy of ratings from one trait to another; some traits are judged more accurately than are others.

6. The tendency to give similar ratings in traits which seem logically related.

7. The tendency to be lenient in judging, *i.e.*, to overrate.

8. The personal equation, or tendency of some individuals to judge consistently higher or lower than others.

9. Individuals differ in ability to judge others.

10. Raters disagree because they observe individuals in different situations.

11. Individuals are not self-consistent in their judgments.

12. A person tends to be a better judge of desirable traits which he has than of undesirable traits which he does not have.

13. Men are more lenient than women in judging others.

14. People judge their colleagues more favorably than they judge others.

15. The tendency to overrate members of the same sex.

¹⁹ A number of these items were suggested by Guilford's discussion of judgments. *Op. cit.*

16. Judgments are influenced by the purpose for which they are to be used.

17. People use different criteria for judging the same trait.

The stability and reliability of judgments are increased by the pooling of judgments made on the same individual by several judges. Many of these errors can be avoided only if raters are given detailed instructions about the errors and about how ratings are to be made. Investigations show that greatest accuracy results when the rater is required to state the actual behavior or incidents upon which his judgment has been based. Requiring that evidence shall be given to support the conclusion or judgment undoubtedly forces the rater to be more observant and to avoid those biases and prejudices which cannot be justified by evidence. This technique is relevant for the use of the anecdotal method of recording observations, interpretations, and judgments of intangible personality traits. Both teachers and counselors should record the facts upon which judgments of traits are made so that other workers may review the evidence and check the diagnosis. Human judgments, although necessary, are very tricky and must not be accepted at face value, regardless of who made them. The evidence must be presented along with the judgment. If the evidence does not justify the interpretation or judgment, then the latter must be discarded by the counselor.

UNDERSTANDING THE WORLD OF WORK

Most students desire that their studies shall prepare them for occupational placement. Thus they need assistance in orienting themselves to an achievable goal, since, as we have pointed out, they base their orientation upon *assumed* abilities. The counselor must review each student's abilities with reference to the requirements of the desired occupation. To perform this service, the counselor must be well informed about the world of work; *i.e.*, he must have a fund of occupational information and know the abilities required in different occupations.

*Occupational Information.*²⁰ Some counselors know only the fragmentary and biased information current in the newspapers,

²⁰ Reliable and current information may be found in issues of *Occupations* and the *Occupational Index*; also in publications of Science Research Associates of Chicago. A thorough analysis of the nature and methodology of

circulated by hearsay, or given out by local employment managers. Little is known about occupational trends except that teaching may be overcrowded as is shown by the fact that "my neighbor's daughter could not get a job teaching although she has a state certificate." Counselors who form conclusions on such fragmentary data will be advising students to "stay out of teaching, it is overcrowded," for many years, or until the neighbor's daughter gets a job.

We must admit that even the best of the available occupational information is none too good or complete. But at least we know that we cannot depend upon casual sources for dependable information. Too many amateur counselors get their information from newspapers or from local workers who are inadequately informed of everything except their own daily work.

Moreover, to offer to students a course in occupations does not represent an improvement in quality or effectiveness unless the instructor is constantly collecting from current literature new and dependable facts about the constantly shifting conditions of occupations. These group methods of vocational guidance may suffer, as may all group methods of guidance, from a serious error. *They may become part and parcel of the traditional educational method of curing all ailments by the mass-teaching technique.* We counselors criticize teachers for using the spray method of

collecting and using occupational information is presented by Carroll L. Shartle, in *Occupational Information*. New York: Prentice-Hall Inc., 1946. Shartle and Charles D. Steward, separately, outline the topical content of counseling courses in "Occupational Information," and "Labor Market Analysis in Vocational Counseling," respectively, in *The Training of Vocational Counselors*. Bureau of Training, War Manpower Commission, Washington, D.C., 1944. For a thorough background of national trends in occupation the reader should consult H. Dewey Anderson and Percy E. Davidson, *Occupational Trends in the United States*. Stanford University, Calif.: Stanford University Press, 1940. For a shorter review of the same topic, the reader should consult "Occupational Trends in the United States" by Charles D. Steward in *Encyclopedia of Vocational Guidance*, Oscar J. Kaplan, editor. New York: Philosophical Library, Inc., 1948, Vol. II, pp. 921-932. A description of the U.S. *Occupational Outlook Service* and reference to some of its publications is found in the same Encyclopedia, pp. 911-914, prepared by A. F. Hinrichs. Janet M. Hooks has prepared a helpful review of women's opportunities in *Women's Occupations through Seven Decades*. Women's Bureau Bulletin No. 218. Washington, D.C.: Government Printing Office, 1947.

teaching *en masse*, when often we commit the same error by giving guidance only by the lecture method. How can Johnny learn about his own abilities by listening to, or even reading, a description of the lawyer's job? Abilities cannot be diagnosed by group teaching or by learning the nature of a particular job. This method of counseling, as far as diagnosis is concerned, is as ineffective and incongruent with the student personnel point of view as is some of the teaching of academic subject matter. When preceded or paralleled by both individual counseling and class exercises in self-appraisal and interpretation of counseling data, group instruction may prove to be useful and effective.²¹

Hierarchies of Abilities. That occupations differ both in types and in amounts of required abilities is so well established that every counselor should have such facts deeply established in his thinking.²² The discovery that occupations may be arranged from high to low in terms of the average intelligence of workers was first established by psychologists after analyzing data from the Army Alpha test. This hierarchy has been more carefully established by subsequent researches.²³ Tentative and fragmentary evidence indicates that occupations are arranged in other hierarchies on the basis of other abilities. Much more extensive research is needed before these hierarchies will be established in detail. But the counselor must approach his task with an understanding of the principles of hierarchies and with an understanding of the available facts.

That there are hierarchies or levels of training for occupations is an additional fact which conditions the counselor's frame of mind. The fact that a very small percentage of pupils enrolling

²¹ For a detailed topical outline of such a combined teaching and counseling approach to the use of occupational information, the reader is referred to the following: Robert Hoppock, *Group Guidance*. New York: McGraw-Hill Book Company, Inc., 1949. M. E. Hahn, *A Syllabus for the Study of Occupations*. Minneapolis: University of Minnesota Press, 1939, Parts I and II. See also *A Design for General Education*. American Council on Education Studies, Series I, Vol. VIII, No. 18, pp. 180-186. Washington, D.C.: American Council on Education, June, 1944.

²² See Arthur F. Dodge, *Occupational Ability Patterns*. Teachers College Contributions to Education 658, New York: Teachers College, Columbia University, 1935, for a historical summary of this concept.

²³ Irving Lorge and Raphael Blau, "Broad Occupational Grouping by Intelligence Levels." *Occupations*, Vol. XX, No. 6, pp. 419-423, March, 1942.

in the first grade will eventually graduate from college indicates that not all have the requisite general abilities to climb to the topmost rung of the educational ladder. With the artificially uniform and standardized curriculum of lower schools, differential abilities are of little use if not positively detrimental for the student's advancement. As one approaches the college level, not only is a higher level of ability required, but the requirement of differential abilities becomes operative as occupational training becomes more specialized in the professional training schools, such as engineering, chemistry, law, and medicine.

The same condition holds true on the high school level to the extent that curriculums are specialized. At the top the educational hierarchy becomes not only more difficult but also more differentiated on the basis of levels and types of abilities. Too frequently teachers and advisers are ignorant of these hierarchies in education and accept without question the blanket prescription that all pupils should take the same courses without regard to differential abilities and differential job requirements.

Occupational-ability Profiles. The researches of industrial psychologists in establishing uniform, objective, and dependable descriptions and specifications of jobs in terms of the measured characteristics and abilities possessed by individuals successfully engaged in those jobs led to the development of a new technique of selecting workers. This new technique is the occupational-ability profile which may be used by counselors with modifications necessitated by the age of students and other factors. These profiles are descriptions, or specifications, of the type of workers required for a particular job in terms of measured abilities rather than description in terms of vague and nondifferential personality traits. Instead of stating that a garage mechanic should have "good mechanical ability," we turn to the occupational-ability profiles to discover what is the average score of successful mechanics on a standardized test of mechanical ability known to measure abilities required for that type of work.

Unfortunately insufficient research has been done, as yet, in this field, and we have available relatively few dependable profiles with established national norms for general use and local norms for use in a given locality. The counselor will find that a careful study of the available research reports will give him a point of view, as well as a technique, which is more productive

of dependable diagnoses and counseling than are some job descriptions current in occupational literature.²⁴

Future research may reveal functional groupings of occupations instead of the thousands of occupational labels current today. A careful study of the available literature on occupational-ability profiles will induce the counselor to search for the requisite abilities involved in a particular job so that he will give less heed to the mere verbal description of the operations or duties of the job. This search for the abilities inherent in the job will help the counselors to see these functional groupings of occupations. In advising a student who has high mathematical ability, a counselor will see that engineering is not the only occupation requiring this type of ability; accountancy, statistics, and actuarial work, to name a few, also require high mathematical ability.

NEGLECTED FACTORS IN EDUCATIONAL COUNSELING

Some counselors are so preoccupied with vocational guidance that they fail to orient students to the more immediate problem of achieving success and satisfaction in the classroom. Other counselors seek only to adjust the pupil to the educational system and fail to attempt modifications of the system itself. Still other counselors ignore the fact that a student lives, not by studies alone, but rather must achieve a happy balance of diverse and conflicting needs and interests. These neglected factors in educational counseling should become an important part of the counselor's background. They will be discussed briefly under the topics of curricular resources, educational waste, mental hygiene, and life adjustments.

*Curriculums as Counseling Resources.*²⁵ The informed counselor understands and uses much unofficial and unpublished information about the educational resources to be utilized in counseling students. The counselor should be well informed about the local resources for training for various levels of occupational complexity; *i.e.*, he should be informed of training schools for practical nursing as well as professional nursing; for the skilled

²⁴ W. V. Bingham, in *Aptitude and Aptitude Testing*, provides a summary of the known aptitudes required for a number of occupations.

²⁵ Ruth Strang, *Educational Guidance*. New York: The Macmillan Company, 1947.

trades as well as for the engineering professions; for minor business work as well as for business management. Many of his students will possess the required *type* of aptitude but not the required *level* of aptitude for the highest occupational level. Obviously an effort should be made to help these students shift their vocational plans according to the level of their aptitudes.

The counselor should be informed, not only of the printed descriptions of courses of study and prerequisite subjects and grading standards, but also about his colleagues' teaching techniques, their foibles and prejudices, as well as the students' reactions. He knows what teachers will prove to be intellectually stimulating and temperamentally sympathetic to a particular student and what teachers revise their lecture notes once each decade. These and many other local bits of information are essential if the counselor is to assist the student to achieve optimum adjustment within the limits of his potentialities. Unfriendly critics should not conclude that the counselor seeks devious ways of registering students in "easy" courses or that he assists the student to get passing grades without working. The counselor is not a cut-rate educator, but he does utilize his information to get the right teacher and the right student together, under optimum conditions for producing intellectual and personal growth for the student. In this sense, the counselor is an educational catalyzer, providing the conditions which result in effective education.

In attempting to discharge this function, the counselor is handicapped and sometimes blocked by certain restrictions. For example, to the counselor the prevalent notion that all students must take the same required courses of study is a contradiction. Even the most casual diagnosis of a pupil reveals peculiarities and idiosyncrasies which preclude satisfying and satisfactory adjustment in a standard curriculum whether it is in the kindergarten or in the graduate school. The counselor recognizes that conditions of administration and finance make necessary the instruction of pupils by means of the group method which is theoretically gauged to the average pupil. While the administrator may conclude that he has completely fulfilled his educational obligations by providing such group-average instruction, the counselor seeks to go beyond this mass instruction to meet more adequately the needs of those pupils who are below, or above, the

hypothetical average. If the counselor is also a teacher, he seeks to individualize his instruction through simplified assignments and instruction to those below the average and by supplementary assignments, instruction, and extra-school work for those above the average. If the counselor is a clinician, he looks upon the curriculums as resources to be utilized in making a program of training congruent with the particular student's assets and liabilities. In doing this the high school counselor is, of course, blocked by the defensive rules and regulations promulgated by the state departments of education with their courses of study and also by the frame of mind induced in administrators and teachers through the lock-step progress in schools of education. Similar inflexible points of view are entrenched in colleges behind sacred faculty regulations. To a counselor, curricular prescriptions are a point of reference to be deviated from, if and when judged necessary for the welfare of the pupil. To many administrators, rules are as inflexible as is the law of gravitation, and their chief responsibility is to see that no one gets an exception to the general rule. These watchdogs of the academic tradition do not look with favor upon the personnel point of view, nor upon the practices growing out of that philosophy.

Sometimes concessions are made to the personnel point of view by a change in academic prescriptions. But the counselor is not to be satisfied by a mere substituting of a new inflexible rule for an old one. We have had many changes in such blanket rules in education. Incidentally, for some unknown reason, the teachers and administrators in elementary schools are much more reasonable and flexible in their interpretation and application of rules and regulations; on other levels of education we have seen the abandoning of the blanket requirement of the foreign languages and the substituting of the rigid requirement of laboratory sciences. Both subjects have been supposedly justified as a blanket requirement on the basis of their disciplinary value in teaching students to think. This shuffling of the same pack of educational cards continues. There are current movements in education to substitute still other blanket requirements for the old ones on the assumption that what has been an interesting and profitable subject for one pupil (or for the teacher) must of necessity be equally good and profitable for every pupil.

This substituting of one blanket rule for another is not consistent with, or a part of, the attitudes and methodology of the counselor. He would have but one blanket rule, *viz.*, that every pupil should be enrolled in those subjects which he can absorb or master with profit and satisfaction to himself and with profit to society. In other words, the counselor would individualize registration procedures and, after frequent and dependable diagnoses, register students according to the results of these continuous diagnoses. This procedure would adjust the school to the pupil more than is true at present; but there would still be need of individualized instruction, remedial instruction, and many other adaptations in the classroom. But the essential point would be, not the enforcement of blanket prescriptions, but the utilization of the school's resources to bring about the optimum adjustment and growth of the pupil. Some pupils might be enrolled in college classes in algebra and in ninth-grade classes in English and so on. This would be equivalent to chaos for the administrator, but it would do away with the presence in college English classes of students who need ninth-grade instruction and, incidentally, it would result in a more effective educational system.

Educational Waste. It has been more or less tacitly assumed that education leads the procession in methods of understanding people and that, if industry would but apply what the scholars had learned, all would be well, or at least better, with the world. With regard to the problem of efficiency and avoiding waste, however, the situation seems to be reversed. This is, perhaps, understandable when we consider that wasted effort in industry means curtailed profits, while in education it has often produced other results.

We have already dwelt upon the waste involved in failing, by one way or another, about half the students who come to college.²⁶ We also know that a large proportion of the high-ability students fail to achieve up to capacity—to say nothing of the wasted effort and loss of morale involved in students'

²⁶ Archibald MacIntosh, *Behind the Academic Curtain*. New York: Harper & Brothers, 1948.

John H. McNeely, "College Student Mortality." *U.S. Office of Education Bulletin*, No. 11, 1937. Washington, D.C.: Government Printing Office, 1938.

"plugging" faithfully to attain a goal beyond their reach. Obviously, something ought to be done about these conditions. Such wastes are not inevitable by-products of the educational process. It is here that educators have something to learn about efficiency from industrial psychology and management.

Industrial psychology aims to avoid waste by two methods: (1) selection of workers and (2) motivation. Now one might almost be justified in accusing educational personnel workers of being so concerned with selection that they have tended to overlook the *equally important* factor of motivation. They have done a good job, so far, in studying lack of ability as a cause of academic failure; but waste of brains, high but unused intelligence, is as serious—perhaps more tragic—a phenomenon as low ability.

Indifference to problems of morale and motivation, even with capable students, results in the academic equivalent of what is known in industry as "restriction of output." In education these symptoms are observed by counselors: (1) ineffective or minimal use of aptitude, (2) scholastic and social failure of capable students, (3) failure of low-aptitude students to use what abilities they have, (4) "getting by" with a minimum of effort, (5) preoccupation with student politics and activities, (6) sleeping in the classroom, and many other reactions of this type. To eliminate such behavior, personnel workers should give as much attention to motivation as to the identification of aptitudes. While motivation is not a substitute for aptitude, it is a necessary condition for the utilization of aptitudes in attaining achievable goals.

Motivation may be described as a psychological state resulting from satisfactory efforts or activities directed toward, or associated with, self-selected or self-set end goals, immediate or remote, simple or complex, scholarly or practical. This state of motivation in students cannot be assumed by teachers. *Systems of incentives must be developed which will cause the student to want to learn what he is capable of learning.* Motivation is an emotional state, in large part, and may not be induced merely by intellection or by presenting reasonable arguments in favor of academic effort. The counselor must induce motivation by personalized contact, transfer, and rapport. It is apparent that the counselor's personality is often the most important and effective resource of the school in the development of motivation.

Some students cannot be motivated toward the standard and uniform scholastic goals because of emotional blockings which must first be cleared up. Other things than grades may be of more immediate importance to the student. Marks as incentives are probably about as effective as are financial incentives in industry; they often produce a minimum of effort to avoid failure. They may have too little intrinsic value to call forth maximum effort.

Another inadequate means of motivation may be characterized as a take-it-or-leave-it attitude on the part of the faculty. It may work in some cases. Punishment in the form of removal of privileges and withholding of temporary personal goals may also be effective in some cases but should be used with discrimination.

Building up an *esprit de corps* in the class or student body is a necessary condition of motivation although not all students will respond. Some students also may be persuaded, by holding out remote goals, to do the necessary intervening work, which may be per se uninteresting. One of these remote goals, which is greatly overworked, is that of professional status, success, and security.

Colleges and universities are particularly remiss in this respect. They seem prone to set up remote professional goals and to orient all intervening work to the professional level. Instead of determining the various capacities, interests, and motives of the students and then adjusting to them the amount and quality of effort expected, the standards are set up by the faculty in terms of what they, themselves, do. Students are expected to exhibit a professional absorption in each of the courses they take. The faculty members often seem to forget that they acquired their present drive and motivation in the field only after years of practice. The students (those who have the requisite ability) should be "stepped up" gradually through intelligent management on the part of teachers. This cannot be done in a wholesale fashion. The personnel worker functions, therefore, to personalize this step-up in effort in terms of the student's capacities and background.

A knowledge of industrial psychology suggests a most important factor in scholastic motivation: teacher-student relationships. Naturally, especially after many repetitions of the mate-

rial in teaching a course, a teacher may become irritated and find it hard to understand how the students can be so slow to learn. But as in industry, if the management tries to change the worker's tempo of life it may only irk the worker and result in restriction of output;²⁷ so, in education, trying to maintain unnatural standards may result in lessened motivation, malingering, and restriction of learning. An industrial study bears us out here. An experiment in an industrial plant indicated that an improved *mental attitude* between employees and supervisors resulted in a greater increase of output than any other of a number of factors designed to motivate workers.²⁸ It is reasonable to suppose that simple friendliness and cordiality between teachers and students may prove to be an effective form of motivation.

*Mental Hygiene.*²⁹ A knowledge of mental hygiene, or the understanding of why people "go wrong" psychologically, is as much a necessary part of the background of a counselor as is skill in giving and interpreting psychological tests. All individuals are subject to psychological and social stresses and strains which may produce erratic or unusual behavior, sometimes called abnormal. Sometimes an individual will be alarmed or even terrified simply because he differs from his associates in his reaction to life situations. This fear of being different sometimes leads to excessive worries. Some students fear that they will fail to become successful. Many such students want to "take tests" in the expectation that whatever the tests "say they should become" vocationally will automatically produce the kind of success they desire and will eradicate their emotional conflicts.

²⁷ Viteles, *op. cit.*, p. 563 (footnote).

²⁸ Margaret E. Barron, "Employee Counseling in a Federal Agency." *Personnel Administration*, Vol. IV, No. 7, pp. 1-20, March, 1942.

Carolyn L. McGowan, "Under scoring the Essentials of Counseling." *Personnel Administration*, Vol. V, No. 10, pp. 14-16, August, 1943.

F. J. Roethlisberger and William J. Dickson, *Management and the Worker*. Cambridge, Mass.: Harvard University Press, 1943.

²⁹ Other discussions of this most important topic are given in other chapters. In this section the counselor is introduced to the topic as a part of his general background. An excellent introduction to the topic is found in Kate Hevner Mueller *et al.*, *Counseling for Mental Health*. American Council on Education Studies, Series VI, Student Personnel Work, Vol. XI, No. 8. Washington, D.C.: American Council on Education, July, 1947.

Johnson states our present-day understanding of this adjustive part of life in the following cogent terms:³⁰

It is the evaluative fears that are most prominent in the general run of people. For the most part these center around anxieties concerning self-evaluation, social status, and economic security. Self-respect, a good reputation, and a sufficiency of the world's goods would be placed high in the scale of values of most people. Failure to achieve or to maintain these values places the ordinary individual under a well-nigh intolerable strain. This is especially true in our American culture, with its highly competitive aspects and the premium it places on personal achievement, popularity, and wealth. Because these goals are so indefinitely defined for most individuals, and yet are so desperately cherished, the pursuit of them generates a degree of apprehensiveness that leads often to states of frustration, worry, and loss of self-assurance.

When the stresses and strains besetting an individual become too much for his psychological structure to endure, he is forced to find release from the pressure in the development of evasions, rationalizations, and other erratic behavior which, to the alert counselor, serve as warning flashes that something is wrong. The variety of these symptoms is as great as that of the causes. The underlying causes of emotional disturbances are not, and cannot be, cured by the mere identification and treatment of the symptoms. A persistent tendency to worry, to burst into tears without apparent provocation, to be sullen, or to have temper tantrums in any and all places without discrimination, these and many other erratic behavior patterns are symptoms which will disappear *provided they have not become habituated*, if, and only if, the underlying causes (often unknown to the student) are understood, removed, or faced so clearly and squarely that the individual becomes "desensitized" to them; *i.e.*, the symptoms will disappear only if the causes are corrected or removed.

The diagnosing of these causes is not an easy task since the individual may have repressed the unpleasant cause to such an extent that he has forgotten or cannot recall it even though he tries. In such cases it is of no avail and often the cause of further maladjustment for the *amateur* counselor to continue to probe and repeat "but you *must* know why you worry." If the

³⁰ Wendell Johnson, *People in Quandaries*. New York: Harper & Brothers, 1946, p. 345.

student could diagnose his causes, he would have little need for assistance.

For those causes which the counselor can diagnose, the treatment consists, in general, of aiding the student to gain insight into his own psychological make-up and just how he happened to become confused. Frequently the counselor can assist in changing the external conditions which have caused or aggravated the student's disturbance. Sometimes interviewing the parents produces a change in the psychology of the home which relieves the student's disturbances.

In other cases little if anything can be done to change the student's life situations, and the counselor must seek, by sympathetic understanding, to alleviate the student's emotional tensions so that he "gets over" or becomes desensitized to the causes. *He does not so much solve his problems as he "gets over" them.* Planning for a future adjustment of a more satisfactory character will sometimes assist in the immediate adjustment.

Both the counselor and the student must recognize that the development of an emotional disturbance requires years. In like manner, it requires time to bring about readjustment and the development of new habits and a new psychological outlook. The process cannot be rushed; it requires time, skill, and frequently the assistance of a clinical psychologist or a psychiatrist. The counselor must understand the life history of the student to diagnose observed symptoms.

A closer relationship exists between psychiatry and education than is realized by most people. The psychiatrist often can discover and recommend changes in the educational machinery which will prevent many serious emotional maladjustments. He can help to adjust education to the fundamental emotional needs of children and to the fundamental problems in human relationships.³¹

As the counselor handles student cases, he must have so immersed himself in the psychology of mental hygiene that he will be on the lookout for, and be able to "spot," symptoms which point to deep-seated conflicts. These symptoms are often so subtle and elusive that they escape notice, and the counselor will

³¹ James S. Plant, "The Responsibility of Psychiatry to the Field of Education." *Educational Record*, Vol. 18, pp. 12-26, January, 1937.

wonder whether he is imagining things. For this reason the counselor, usually by means of the interview or personality tests given before the interview, checks up on this area of personality problems in every case, regardless of the nature of the problem which the student states as the reason for seeking assistance. Quite frequently a student will seek assistance with his vocational or educational problems in the hope that thereby his emotional problems will be cleared up indirectly.

The counselor must also have acquired some understanding and appreciation of the possible effects upon the student of social, educational, and occupational situations to which the student will want, or need, to adjust in the future.³² The counselor will need to predict the effect which these situations will have upon the student. Will they cause him to grow intellectually, socially, and emotionally, or will they lead to maladjustments, wasted efforts, and emotional conflicts? Will they stimulate or depress the student? Will they make him satisfied or restless? Will they make him complacent or ambitious? This type of prognosis is as necessary as the one which predicts the student's adjustment to the situation. The effect of the occupation upon the student, for example, is as important as are his chances of success in the job. Indeed they are parts of the same prognosis, since they involve the student's satisfaction with his adjustments as well as his degree of successful adjustments.

In applying the principles of mental hygiene to personnel work, the counselor should not limit himself to the narrow experiences connoted by the phrase "emotional life." Rather, emotional balance is the result of all life experiences, home, school, recreation, and work. These are dovetailed smoothly in a normal student and disjointedly in an abnormal one. This broad conception of mental hygiene is admirably described by Bennett in simple and nontechnical terminology.³³ Robinson³⁴ stresses the concept of

³² This neglected aspect of guidance has been suggested by Reginald Bell in "Measurement of Abilities and Aptitudes." *Occupations*, Vol. 12, Sec. II, pp. 67-71, March, 1934.

³³ Margaret Bennett, *College and Life*. New York: McGraw-Hill Book Company, Inc., 3d ed., 1946.

³⁴ Bruce B. Robinson, "Mental Hygiene for Youth." *Annals of the American Academy of Political and Social Science*, Vol. 194, pp. 100-110, November, 1937.

mental hygiene as the development of personality rather than the treatment of severe emotional disorders. He criticizes the educational system for failure to assist students to find satisfaction, to develop security, and to build up self-respect. The greatest need in education, from the standpoint of mental hygiene, is for teachers whose personalities and training are such as to create situations in which normal personalities may develop. The implications for personnel work in Robinson's indictment lie in the necessity for counselors to be on the lookout for *foci* of emotional infection in the school itself and to further normal personality development by urging the necessary changes. Frequently such changes cannot be made, and the counselor must advise students to avoid the instructors involved.

For this reason, the counselor must be alert to identify characteristics of the student which may point to probable or potential maladjustments in many other areas of life than the educational and vocational. Such problems are present as frequently in students with high grades as in those with low grades. The fact that a student is passing his courses does not mean that he needs no counseling assistance. Indeed, he may be in all the more need since he, along with many teachers and administrators, may fail to realize that "grades are not everything."

Life Adjustments. Since most counselors operate within the confines of the educational systems and have been restricted in their training to academic experiences, they are prone to look upon scholastic problems as being, not only of major significance in the life of the student, but the whole life of the student. Now the true criteria of effective counseling are characterized by the words *satisfactory* and *satisfying*; i.e., the individual should achieve up to the limit of his potentialities and should derive satisfaction from that achievement in all areas of life, within the limits of his possibilities and restrictions.

But success for a student is not limited to the marks his teachers give him. Indeed those marks are often of less significance than the marks his fellow students bestow upon him for social, extracurricular, and other types of adjustments. A similar state of affairs obtains when the student leaves school and takes a place in adult life. Success is measured in more than job standards; satisfactory and satisfying adjustment in other areas of life

may be of more importance than work to the individual. For man does not live for work alone; his friendships, home life, personal philosophy, cultural interests, and citizenship adjustments are all vital parts of his life.

This is not the place for an extended analysis of the emerging theories of personalities in relationship to the culture which impinges upon it. But the counselor would do well to broaden and deepen his insight into cultural and societal processes and forces in order to modify and even counteract the intense indoctrination that inevitably pervades the training of every teacher. Industrial educators rail at this narrow schoolroom point of view of teachers and strongly advocate broadening experiences in order that teacher-counselors may increase their understanding of the real life to which the student must adjust when he leaves the classroom. In similar manner, every apprentice writer is urged by the craftsmen to get out and see real life in order that his characters and their life processes may be understood through *direct* observation. In like manner, an effective counselor must have experienced life in a broader and more direct way than is afforded by books on psychology and counseling.

But it should be said that an advance preparation, before doing this type of field-work learning, may well enhance its learning benefits. Merely to experience and observe others' experiences does not inevitably lead to deep insight into human nature; sometimes amateur experiences give one false or useless understandings. It would be well, therefore, if the apprentice counselor secured an orientation beforehand, an orientation as to what phenomena to look for and what *possible relevant* hypotheses are worth finding data to support or refute.

Courses in cultural anthropology and social psychology often provide such a framework of concepts and hypotheses as preparation for observations. Independent readings may provide similar background, although the concepts may be so new and unreal to some counselors as to make the readings inoperative. But the developing counselor should read deeply in these fields, with or without field work observations. A few suggested readings follow:

Ruth Benedict, *Race: Science and Politics*. New York: Modern Age, Inc., 1940.

Ralph Linton, *Cultural Background of Personality*. New York: Appleton-Century-Crofts, Inc., 1945.

Ralph Linton, *The Study of Man*. New York: Appleton-Century-Crofts, Inc., 1936.

Robert S. Lynd and Helen M. Lynd, *Middletown*. New York: Harcourt, Brace and Company, Inc., 1929.

Margaret Mead, "Adolescence in Primitive and Modern Society." *The New Generation*, V. F. Calverton and S. D. Schmalhausen, editors. New York: Citadel Press, 1930.

Muzafer Sherif, *An Outline of Social Psychology*. New York: Harper & Brothers, 1948.

LANGUAGE AS TECHNIQUE IN COUNSELING

Whatever may be one's understanding or biased reactions to the general semantics movement, a warm response is produced by Wendell Johnson's applications of concepts from this field to the counseling of maladjustments.³⁵ No doubt, every counselor has been vaguely aware of his own language and that of the client in the counseling interview. But usually the counselor was so intent on finding the "reality back of language" that he was blind to the reality *in* language, both his own and that of the student. It is Johnson's significant contribution to make us conscious and sophisticated with respect to language in counseling, and we base this analysis of this most important part of the counselor's psychological background upon Johnson's treatment of the topic. Our discussion is an inadequate substitute for Johnson's book, and every counselor should struggle with it until he is able to use its concepts facilely in his daily counseling. We shall limit ourselves here to those parts which bear directly upon maladjustments.

Johnson lays the foundation for his discussion of maladjustments in the testimony of a psychiatrist that his abnormal patients had one chief symptom in common: "They were unable to tell him clearly what was the matter."³⁶ This might not arouse wonderment, but the psychiatrist went on to generalize that "when he had succeeded in training a patient to verbalize his difficulties clearly and to the point, it was usually possible to

³⁵ Johnson, *op. cit.*

³⁶ *Ibid.*, p. 15.

release him. The patient was usually able to take care of himself."³⁷ But even this is not so amazing as it might be were one not reminded of the consistently identical reports of all the followers of Freud. The talking it out in words, which is part of the psychoanalytic method of *catharsis*, has been well documented and, after a fashion, validated experientially, though not experimentally.

Insight and Not Reeducation. But it is at this point that the analysts and the nondirectivists leave the patient. Having catalytically been helped to recall and to reconstruct his repressions *verbally*—the analysts by using one set of techniques, and the Rogerians by another—the patient is left to himself. Indeed, the development of insight, *i.e.*, the reinstatement through catharsis of the repressed experience into the perceptual field, is said to be *the* goal of counseling. This insight is achieved by means which Rogers describes as follows:³⁸

It will be noted that . . . the most profound and helpful insights, the understandings which are most effective for reorganization, are those which she expresses spontaneously. Thus the main aim of the counselor is to assist the client to drop any defensiveness, any feeling that attitudes should not be brought out into the open, any concern that the counselor may criticize or suggest or order. If this aim can be accomplished, then the client is freed to look at the total situation in its reality, without having to justify or protect himself. It is then that he can see relationships clearly, and can recognize the hitherto hidden impulses within himself.

If the counselor adequately recognizes the client's attitudes, helps in the process of clarification of feelings, and promotes free expression, new insight will come of itself and can be recognized by the counselor as it occurs.³⁹

Evidently this type of perception is possible in counseling and therapy only when the individual is freed from defensiveness through the process of catharsis. It is only in such a state of emotional release that a reorganization of the perceptual field can take place.⁴⁰

³⁷ *Ibid.*, p. 16.

³⁸ Carl R. Rogers, *Counseling and Psychotherapy*. Boston: Houghton Mifflin Company, 1942, p. 195.

³⁹ *Ibid.*, p. 196.

⁴⁰ *Ibid.*, p. 207.

Now as to what follows the acquirement of insight through catharsis, Rogers has this to say:⁴¹

As insight is developing, as the decisions are made which orient the client about new goals, these decisions tend to be implemented by actions which move the client in the direction of the new goals. Such actions are, indeed, a test of the genuineness of the insights which have been attained. If the new orientation is not spontaneously reinforced by action, it is obvious that it has not deeply involved the personality.

In actual counseling practice, such positive steps are almost invariable concomitants of insight.

It should be pointed out that in the client-centered type of therapy . . . there is no attempt to solve the client's problems through re-education. It is not expected that his problems will all be solved through counseling, nor is this assumed to be a desirable goal. Satisfying living consists, not in a life without problems, but in life with a unified purpose and a basic self-confidence which gives satisfaction in the continual attack upon problems. It is this unified purpose, this courage to meet life and the obstacles which it presents, that is gained through therapy. Consequently, the client takes from his counseling contacts, not necessarily a neat solution for each of his problems, but the ability to meet his problems in a constructive way. It follows that re-education is not, as has sometimes been supposed, the retraining of the individual in all aspects of life. It is rather a sufficient practice in the application of the new insights to build up the client's confidence and enable him to carry on in healthy fashion without the support of the counseling relationship.⁴²

Counseling as Question Formulation. Now that we have reviewed the goal and methodology of the analytical school of therapy and that formulated by Rogers, we go to the contrasting methodology evolved in general semantics. We set these two systems of thought thus in opposition to each other to heighten the contrast and to clarify the general approach of the *rational* problem-solving approach of general semantics and the *affective* relationship-therapy catharsis methodology of releasing those repressed emotions which block adjustment and which, when released, are said to block adjustments no longer.

⁴¹ *Ibid.*, p. 211.

⁴² *Ibid.*, pp. 217-218.

To leave the field of affect and to return to the rational method, Johnson's approach begins in a typical scientific manner:⁴³

Now, intimate personal problems are not greatly different in this respect from problems of the laboratory. Before they can be solved, they must be stated. Before helpful answers can be got, suitable questions must be asked. We all want answers. They can be very relaxing. What the maladjusted person cannot do—and what he must learn to do—is to specify the sort of answers he needs. This is a way of saying that he has a conspicuous lack of ability to ask questions in such a way as to obtain answers that would be relaxing, or satisfying, or adjustive. As soon as he develops such ability, he can . . . take care of himself for all practical purposes.

There cannot be a precise answer to a vague question. The terminology of the question determines the terminology of the answer. . . . The particular questions we ask ourselves determine the kinds of answers we get, and the answers we get make of our lives, in large measure, the sort of lives they are. Unschooled in the technique of inquiry, we tend to flounder in a fog of obfuscation and error, individually and socially. If all that we have ever tried to mean by *mental hygiene* might be reduced to one word, that word would be *accuracy*. And the techniques of accuracy are, in the main, the techniques of language. The verbal confusions of maladjusted people are not independent of the confusions in other aspects of their behavior. The relation is close; the one cannot be understood in isolation from the other.

Having thus established his purpose, the application of the methodology of science to human adjustments, through the medium of words, Johnson proceeds:⁴⁴

We may say, in briefest summary, that the method of science consists in (a) asking clear, answerable questions in order to direct one's (b) observations, which are made in a calm and unprejudiced manner, and which are then (c) reported as accurately as possible and in such a way as to answer the questions that were asked to begin with, after which (d) any pertinent beliefs or assumptions that were held before the observations were made are revised in light of the observations made and the answers obtained. Then more questions are asked in accordance with the newly revised notions, further observations are made, new answers are arrived at, beliefs and assumptions are again revised, after which the whole process starts over again.

⁴³ Johnson, *op. cit.*, p. 17.

⁴⁴ *Ibid.*, pp. 49–50.

In fact it never stops. Science as method is continuous. . . . It [science] is, above all, a method of "changing one's mind"—sufficiently often.

The methodology by means of which Johnson attempts to teach people, neurotics and normals both, to live *scientifically* a life that is "warmly human and efficient living"⁴⁵ is an involved one because it runs so counter to the habitual emotional, confused, and irrational methods most persons use in their personal lives. In earlier chapters, we discussed this methodology in contrast with the cathartic method of the therapists. In the present chapter, we introduced the topic of *general semantics* as a stimulus to indicate to the reader that another methodology has been added to those of *remediation*, *therapy*, and *advising*. Experience and experiment will tell us which method is effective, with what problems, and under what circumstances and conditions.

SUMMARY

We have reviewed briefly a number of the important fields of knowledge which serve as background to the counselor. With a thorough grounding in these fields he comes to his task of diagnosing and counseling with the equipment, point of view, and skill of a professional worker. Without them, the amateur rushes through his cases with a blindness and a carelessness which may bring discredit to the movement and further maladjustment to the student.

⁴⁵ *Ibid.*, p. 45.

APPENDIX: ILLUSTRATIVE CASES

CASE 1

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number 32896

Date 11/20/47

Name John Brown Interviewer V. J. Humphrey

- | | |
|---------------------------------------|---|
| I. Client's statement of his problem. | IV. Diagnosis. |
| II. Clinical data. | V. Counseling techniques and their effectiveness. |
| A. From interview. | VI. Prognoses. |
| B. From other sources. | VII. Follow-up. |
| III. Clinical synthesis of problem. | |

I. *Client's statement of his problem.* "I'm registered in S.L.A., taking a pre-medical course, and I'm interested in taking the tests to see if I might have missed something that I should know about. That is, I don't want to take a lot of work, and then discover that I'm in the wrong field."

II. *Clinical data.* The client is a very young, immature-appearing person, only 17 years of age, but in spite of this, displayed considerable poise in the interview. He graduated from high school in June of 1947. His father is a salesman with offices in the city, and there is apparently no question of financing his education. He is at present registered in chemistry, zoology and English. He thinks he is making a high "B" in chemistry, a low "A" in zoology, and doesn't know what he is doing with his English.

III. *Clinical synthesis of the problem.* There appears to be no problem here except one of vocational indecision. He says he likes his course very much and is getting along all right, but just wants to be sure that he should be in medical school. He has extremely high abilities and there are no apparent involvements as far as can be seen now.

IV. *Diagnosis.* Vocational indecision.

V. *Counseling techniques and their effectiveness.* The preliminary interview was very short as there was no employment history to inquire about. There was evidence of good achievement in high school, and he seems to be fairly sure of the course he is taking. Structured tests were recommended to further evaluate his interests.

VI. *Prognoses.* Good for selection of a course and achievement in it.

D.S. Form 213-1-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. 32896Name John BrownCollege S.L.A.Class Fr. Sex M Age 17

DATE	NAME OF TEST	R.S.	PER- CENT- ILE	NORM GROUP
5/47	H.S. Scholarship		95	
12/47	A.C.E. (1937) TOTAL	112	90	1938 Univ. Fr.
	Completion	23	88	1937 SLA GC Fr.
	Arithmetic	28	91	"
	Artificial Language	15	45	"
	Analogies	17	47	"
	Opposites	29	75	"
	Ohio Psych TOTAL			SCB Fr.
	Opposites			
	Analogies			
	Reading Comp.			
8/47	Miller Analogies ()	71	91	SLA Fr.
3/47	Coop. Eng. (1938-OM) TOTAL	255	96	1938 SLA GC Fr.
	Usage	150	96	
	Spelling	28	61	
	Vocabulary	77	95	

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	G.E.D.			
	1. Eng. Expression	S.S.		Type I Inst.
	2. Social Studies	S.S.		"
	3. Natural Science	S.S.		"
	4. Literary Materials	S.S.		"
	Coop. Reading Comp. TOTAL			
	Vocabulary			
	Speed			
	Level			
	Coop. Culture (U)			SLA Soph.
	C.S.P.			
	H. & S.S.			
	Lit.			
	Sci.			
	F.A.			
	Math.			
	Minn. Clerical Apt.			
	Numbers			Gen. Pop-()-Cler. Wrk.
	Names			" "
	Minn. Personality Inv.			
	1. Morale			U. of M. Fr.
	2. Social Adj.			
	3. Family			
	4. Emotion			
	5. Econ. Cons.			
8/47	Coop. nat. sci. (S)	80	99	nat'l. SLA fr. 47
	soc. stud. (S)	79	96	
	lit. prof. (T)	54	74	

D.S. Form 208
(Revised 1945)

Date December 1 19 47

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential.*

Name Brown John Sex Male
Last First Middle
Present Address St. Paul Phone BR 3396
Home Address Minnesota
Age 17 Date of Birth October 5
Place of Birth Minneapolis Religious Preference Prot.
Marital Status: Single x Married _____ Divorced _____
Widowed _____ Separated _____
Father Living Yes x No _____ Mother Living Yes x No _____

Check any of the following which are applicable:

Parents still married x Parents divorced

Parents separated _____ Father re-married _____

Mother re-married

If Father not living,

Name and Relationship of Guardian _____

Father's Name Brown Norman Father's Age 68
Last First

Father's Home Address Minnesota Mother's Age 61

Father's business or occupation:

Name of firm or employer General Mills

Father's title, position or nature of work Sales work

Mother's Present Occupation housewife Mother's Occupation
Before Marriage _____

Father's Birthplace Wisconsin Mother's Birthplace Minneapolis

Father's Education *through college*

Mother's Education *through college*

Brothers' and Sisters'

Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
-------	-----------------	-----	--	---------------------------	--

2. _____

Name of preparatory or high school Marshall High School

Date of Graduation May 1947

Type of course taken academic Size of high school senior class 83

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
<i>University of Minnesota</i>	<i>Sept. 47__</i>	<i>pre-medical</i>

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If not already attending the University of Minnesota, when do you expect to enter? _____

You will find listed below several kinds of leisure time activities. *Draw a circle around each of the activities in which you engage frequently.* Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I. Individual Activities—either organized or unorganized.

- A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc. sailing
- B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.
(specify) _____
- C. Reading, theatre, concerts, art museums, lecture, dance recitals _____

II. Group Activities—either organized or unorganized.

- D. (all team sports—such as): Football, baseball, basketball, volleyball, hockey _____
- E. Dancing, “dates,” bridge, poker, picnics _____
- F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc. _____
- G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc.? _____
- H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc. _____

What extra-curricular activities do you expect to participate in at the U. of M.? (As fraternity, basketball, etc.) intramural basketball

What types of books or articles interest you? (Fiction, biography, scientific, etc.) Fiction, Biography

What magazines do you read most frequently? Saturday Evening Post, Reader's Digest, Life, Rudder

Answer the following questions *only* if you have attended or are attending a University.

What is (or was) your major? premedical What year are you in? fr.

How many hours of study do you put in during the week (on the average)? 10

Are you engaged in any outside work while attending the University? no

If so, what is the nature of this work? _____

How much time does it take each week? _____

Who is your employer? _____

TO BE ANSWERED BY EVERY STUDENT

(did you decide)

Why (are you deciding) to come to college (check as many as necessary or explain below):

- | | |
|--|--|
| <u>x</u> To get a liberal education | _____ To please parents or friends, family tradition |
| <u>x</u> To prepare for a vocation | _____ To learn more of certain subjects |
| _____ For the prestige of a college degree | _____ It was the "thing to do" |
| _____ To be with old school friends | _____ Foregone conclusion, I never questioned why |
| <u>x</u> To make friends and helpful connections | <u>x</u> Will enable me to make more money |
| _____ For social enjoyment "college life" | <u>x</u> To get a general education |
| _____ Without a college degree (or training) there is less chance of getting a job | |

Explanation _____

What other type of training have you considered besides a University education? Professional school (medical school)

How does your family feel about college work? (Check one)

_____ Doesn't care what you do

_____ Opposed to your going to college

^x _____ Wants you to go to college.

Comments family quite
pleased

Plans for your financial support in college: (Check one)

^x _____ Entirely supported by family

_____ Part-time work will be necessary (about how many hours a week?) _____

_____ Total self-support will be necessary (about how many hours a week?) _____

_____ G.I. Bill

_____ Vets Rehab. Training

_____ State Aid

_____ Scholarship

_____ Other

List in chronological order all your civilian *work or employment experiences* to date (including part-time or summer jobs):

<i>Firm</i>	<i>From</i> (give year & month)	<i>To</i>	<i>Nature of Work</i>	<i>Salary</i> (per month)
<u>General Hospital</u>	<u>June 47-Sept. 47</u>		<u>cleaning utensils</u>	<u>\$125</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Which of these jobs did you like best? _____

Why? _____

List, in order of preference, five occupations in which you would like to earn your living. Do not consider your abilities or job opportunities in making this list. Just consider whether or not you would be happy in the work.

OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1. <u>Medicine</u>	<u>Contacts with people, inherent interest in work</u>
2. <u>Business (Advertising)</u>	<u>Ideas, personal contacts</u>
3. <u>Social work</u>	<u>Personal contacts</u>
4. <u>Bus. personnel work</u>	<u>" "</u>
5. <u>Teaching</u>	<u>" "</u>

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? Very indefinite ideas

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

- 1 Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.
- _____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.
- _____ Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.
- _____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.
- 2 Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.
- 3 Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.
- _____ Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? Medicine

What other possibilities have you considered? Advertising Law

When did you make your present choice? (give the year) 1944

Why did you make this choice: (check reason or reasons).

- | | |
|---|---|
| <u>x</u> Family suggestion or tradition | _____ A long personal interest in the work |
| _____ Friend's or teacher's advice | _____ It is most profitable financially |
| _____ The vocation of someone you admire or respect | _____ It is best suited to my abilities |
| <u>x</u> Suggested by study in school | _____ Chosen as being most interesting intellectually |
| _____ Suggested by study in college | _____ Choice made on my own responsibility |

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain
and satisfied _____ Uncertain *x* _____ Very
questionable _____

How much information have you about the requirements of the vocation you are choosing? None _____ Some _____ Extensive *x* _____

What vocation do (or did) your parents want you to follow? *Medicine*
Why? *They consider it a worthy vocation*

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

*Work in a hospital, parental suggestion, vague idea of mine. Nothing
concrete upon which to base my choice.*

Have you any physical disabilities? (describe) *None*

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough _____	_____	Malaria _____	_____
Mumps _____	_____	Chorea (St. Vitus Dance)	_____
Measles <i>x</i> _____	<i>13</i> _____		_____
German measles _____	_____	Rheumatic fever _____	_____
Chicken pox _____	_____	Scarlet fever <i>x</i> _____	<i>11</i> _____
Encephalitis _____	_____	Heart disease _____	_____
(sleeping sickness)	_____	Nervousness _____	_____
Epilepsy _____	_____	Sleeplessness _____	_____
Infantile paralysis _____	_____	Exhaustion _____	_____
Any other kind of paralysis _____	_____	Hearing defects (specify) _____	_____
Tuberculosis _____	_____	Typhoid fever _____	_____
Pneumonia _____	_____	Smallpox _____	_____
Influenza <i>x</i> _____	<i>14</i> _____	Diabetes _____	_____
Any unexplained respira- tory disorder _____	_____	Stuttering _____	_____
		Stammering _____	_____

	Age		Age
Other speech defects_____	_____	Frequent or persistent	
Hernia_____	_____	headaches_____	_____
Other physical de-		Frequent or persistent	
fects_____	_____	backaches_____	_____
Fainting spells_____	_____	Eye defects	
Convulsion or fits_____	_____	(specify) <i>x myopia</i>	_____
Dizziness_____	_____	Others (specify)_____	
Tingling_____	_____	_____	_____
		_____	_____

Comments or remarks:

Myopia, which has been corrected by glasses, is my only physical defect.

Underline any of the following words which describe your general make-up:

persevering, friendly, patient, stubborn, capable, tolerant, calm, im-
petuous, pessimistic, reserved, bashful, self-confident, jealous, talented,
quick-tempered, cynical, tactful, conscientious, cheerful, submissive, ex-
cited, irritable, anxious, poor health, nervous, easily exhausted, un-
happy, frequent periods of gloom or depression, frequent daydreaming,
sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

- _____ Living at home with my family.
- _____ Living in a University Dormitory or Cooperative House.
- x _____ Living in a rooming house.
- _____ Living in a fraternity or sorority house.
- _____ Living in the home of an employer, of friends, or of relatives.
- _____ Living in my own apartment.

From what person or other source did you hear of the Student Counseling Bureau? *A friend, a senior in high school, who has taken tests for vocational guidance.*

Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have *not* been able to solve adequately, place a check (✓). After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

Check Here

1. I usually feel inferior to my associates. _____
2. I have been unable to determine how much time I should study. _____
3. I have too few social contacts. _____
4. I have difficulty in making friends. _____
5. I do not know how to obtain the money I need. _____
6. I have been unable to determine what I am best able to do. *xx* _____
7. I do not know how to take good lecture notes. _____
8. I do not get along well with my parents. _____
9. I often have difficulty in keeping friends. _____
10. I am unable to determine what I would like to do. *xx* _____
11. I have not obtained parental approval of my vocational plans. _____
12. I do not have enough to talk about in company. _____
13. I receive inadequate financial help from my family. _____
14. I do not know how to outline text-book assignments. _____
15. I am unable to get along with my brothers and/or sisters. _____
16. I have been unable to make a satisfactory religious adjustment. _____
17. I am not interested in my studies. _____
18. I do not have enough information about job opportunities and duties. _____
19. I am frequently embarrassed when with others. _____
20. I usually do not enjoy being with members of the opposite sex. _____
21. I am unable to do my work well because of too many social activities. _____
22. I usually do not know how to act in company. _____
23. I usually cannot read fast enough to cover all of my assignments. _____
24. I usually have difficulty understanding what I read. _____

Check Here

25. I do not know what the most appropriate training is for
my chosen career.
26. I do not know if an education is worthwhile.
27. I feel guilty about something I have or have not done. . .
28. I have so much outside work to do that I am neglecting
my school work.
29. I have trouble making myself study.
30. I lack self-confidence.
31. I am dissatisfied with my state of health.
32. I do not know how to improve my personal appearance.
33. I do not know how to break certain habits I have.

Other problems.

Chief problem *I should like to find what I am best able to do, to confirm
my vocational choice or correct it.*

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
English	A	A	A	A	
Speech					
Journalism					
French					
German					
Spanish		B	B		
Latin					
Elementary Algebra	A				
Plane Geometry		A			
Higher Algebra				A	
Solid Geometry			B		
Trigonometry			A		
Ancient History					
Medieval History					

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Modern European History					
English History					
American History			A		
C. L. P.					
Civics					
Social Science					
Sociology					
Economics				A	
General Science	A				
Biology					
Chemistry				A	
Physics			A		
Shorthand					
Typing					
Junior Business Training					
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing					
Electricity					
Manual Training—Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME John Brown Case Number 32896
COLLEGE S.L.A.
DATE 12/10/47

Summary:

I. *Client's statement of his problem.* Problem remains the same.

II. *Clinical data.* The counselee was most interested in a discussion of his test scores. Considerable time was spent at the beginning of the interview explaining to him the purpose and the usefulness of an interest test. We then went into a discussion of the Strong interest test, and I pointed out to him that he has no very well crystalized interest pattern. Some effort was made to force out through interviewing interest that he already has. He kept maintaining that he could not answer the questions properly because he does not really know what people do in the different occupations mentioned in the test. Finally we got into a discussion of his reading and his favorite subjects in high school. Apparently he much prefers the verbal type of subject, as compared with the technical. It was then pointed out that there was some tiny pattern of interest in the verbal area on the Strong, Group X, but there seemed to be nothing at all in Groups I and II, which are the scientific and technical. He more or less admitted this, but again felt that it was necessary for him to get more information on these occupations. As far as ability was concerned, the counselor more or less assured him that his abilities are very good, and that there is not much doubt in her mind but what he could succeed in any course that he might choose. This seemed especially true in view of his very good high school achievement.

We next went into a discussion of the personality test. The counselor opened this by pointing out to him that he might be a little defensive in answering the interest questionnaire, just as he was in answering the personality inventory. He somewhat rejected this idea and said that he had tried to answer the questions as honestly as he could and believed that the way in which he did answer them was a true picture of himself. The counselor, of course, could not argue with him on this point, although the picture of a defensive individual was picked up from the interview. It is doubtful that this will inter-

fere with his achievement; however, it might be a factor in his own personal comfort, and the extent to which he can enjoy his training and his professional experience. He worked as a helper, assisting an orderly in a hospital last year. He says he did not get any great thrill out of working around the hospital, but liked it fairly well. Similarly, he said he was not very excited when he had a chance to work at mathematics, but that he got along in it all right. Throughout the whole interview the counselor had the feeling that the counselee was trying to test the counselor to see how much she could help him, so that it constantly had to be thrown back to the counselee as a problem in which he would have to make a decision. It was recommended that he attempt to get more occupational information by talking with professional people, and by reading some occupational information. Interestingly enough, he also pointed out in the interview that money was important to him, that he did like luxurious living, and that there was no point in "selling it down the river."

III. *Clinical synthesis of problem.* The counselor gained a picture here of a rather sophisticated individual. He speaks rather well, and has considerable insight, in a way, about what he expects out of a profession. Nevertheless, she felt that he was so very defensive, that she wasn't gaining much ground with him and that he wasn't coming very close to making a satisfactory decision.

IV. *Diagnosis.* Vocation indecision with some defensiveness noted in the personality traits.

V. *Counseling techniques and their effectiveness.* Information getting and giving, and attempting to get the client to talk about his motivations and desires. This latter was probably difficult due in part to his immaturity.

VI. *Prognoses.* Prognosis for academic success appears excellent once he has settled on a satisfying curriculum.

VII. *Follow-up.* The counselee will report during exam week to review some occupational information and talk further about his plans. It appears generally, however, that he will continue in the premedical sequence.

12/17/47. John reported according to a scheduled interview to read some of the occupational information materials. However, by the time the counselor got to him he had to leave for another appointment, so he was unable to do any of the reading. He agreed to come back during the next quarter and spend some time reading materials giving him occupational information.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME John Brown Case Number 32896
COLLEGE S.L.A.
DATE 10/28/48

Summary:

I. *Client's statement of his problem.* "I've been following the pre-medical course and doing quite well, but am not deeply interested in it. On the other hand, I have no other interests and I feel uncultured. I'm not completely satisfied with the work I am doing and wonder what is the matter."

II. *Clinical data.* John's poise, superficially at least, is excellent. His dissatisfaction seems to be deep. With A's and B's in his pre-medical course, he is not especially satisfied with the choice he has made. This quarter he is trying an economics course simply to see if that awakes some spark of interest in him. His general attitude in this interview was very like that described by the previous counselor last year. He was interested in turning decisions over to the counselor and seeking as much information from him as possible without giving too much information about himself. However, he claims to be free of any family pressure to follow a specified course at the University. His father is a salesman, well-to-do but not outstandingly successful, according to John's report.

John said that he particularly wanted to request the right to take the Strong interest test over again, though he felt that he would show no stronger interest in any field, possibly less. Nevertheless, he was interested in this and wanted to know if it were possible. I arranged for such testing.

John mentioned that he had been referred to me particularly by a friend, a very bright but disturbed student.

III. *Clinical synthesis of problem.* A good ability student who apparently did not develop any independent thinking on future goals. Apparently a personality problem that expresses itself in personal dissatisfaction rather than in inability to perform academically or socially.

IV. *Diagnosis.* Self-conflict.

V. *Counseling techniques and their effectiveness.* Simple reflection of feeling, restatement of content, some information giving and explanation of test procedure.

VI. *Prognoses.* No problems of academic success, some personal adjustment. Apparently needs considerable review and realignment.

VII. *Follow-up.* Return for testing.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME John Brown Case Number 32896
COLLEGE S.L.A.
DATE 11/3/48

Summary:

I. *Client's statement of his problem.* As above.

II. *Clinical data.* The client asked first for a review of the new and old Strong test results. Actually, what traces of interest appeared before had largely disappeared with nothing better than a weak secondary pattern showing. John said that he was not the least bit surprised at this. He then questioned me on what could be the explanation for it. John's defensiveness, I felt, might be dropped somewhat if the counselor showed herself willing to go out on a limb, making guesses for him and giving fairly elaborate information. Therefore, I started by giving him some description of the kind of personal adjustment seen in a number of other students who had shown similar patterns of interest or rather lack of interest. I described in some detail and with illustrations the picture of an individual who was considerably dependent on his family for social and emotional completion. He got a good deal from his family without having to pay back much. He enjoyed this tendency and felt some rebellion which was not shown so much in behavior problems—as being a bad boy—but rather a subtle kind of dragging the heels. He was able to please everyone—his teacher, his family, himself—with good grades without spending much effort on them. He would tend to get a good many of his satisfactions in daydreams rather than any rough and ready social adjustment. He was quite defensive, and reluctant to admit any problems that are not under his control. He puts on good superior acts before all concerned. There were a number of other patterns offered him. I indicated that this was rather a composite picture of a number of other people who have been seen at the bureau and he must understand his own position would be a unique one.

John pressed me for additional information, additional counselor diagnoses and guesses till near the end of the interview and then said, "All right, I think I can tell you." He went on to give me what he thought was his own evaluation of himself.

He said he was a spoiled child and glad of it; a boy who has never had any interest in dissecting grasshoppers, who was a runt or at least felt that he was one, whether this was true or not. He had always lived in very comfortable accord with his family. From 7 to 13 years he spent his summers at boys' camp where he found that he was a physical misfit and found also that he never seemed to belong to the group. However, in school he was very definitely teacher's pet. He said that he was an expert apple polisher who got the grades more on this basis than on any real ability or application of it. He read a great deal but it was mostly what he labeled "useless" things. Literature like western stories that were not particularly bad, but on the other hand had little worth, interested him. He said he tied situations from them into his daydreams and found a little satisfaction in identifying himself with these heroes. As for religion, that was something to which he gave lip service. He joined the church at the proper time but felt it had little meaning for him. He has a small circle of good friends, but really feels that others don't much care about him. He didn't find within himself any concern to change their attitude. He coasted all the way through high school, and said he accidentally drifted into a managership of a football team. Here he had his first chance to fit into a completely new group, a group he had not grown up with. He rather enjoyed it though he had not made any special effort to get into it. Once in it, however, he did make an effort to get along simply as part of the general need for social graciousness he always feels. Among his close friends, he was the last one to begin to date girls. He found it very hard to take this step, but he did force himself to take it, more as a matter of fitting into the general social pattern than with any real interest in it or comfort in the situation. In high school he was also in the band which he rather enjoyed for the music, and in which he felt "people didn't look down on me all the time." He also worked on the Yearbook, but had to push himself to do this. Again it was something he pushed himself into on the assumption that it was the normal and the right thing to do. Since he has been at the University, he has done very little except study. He has found that for the first time he must study. He feels that in the past year he has lost what little religious faith he had and has a rather indifferent attitude toward it—the attitude of "I don't know, and nobody else does." He says that this is somewhat in conflict with the family pattern, but it is not anything that par-

ticularly concerns his family to the point of it being a subject of argument. His parents are considerably older and he has always found that he gets along more easily with adults than with most people of his own age.

All this he poured out during the last few minutes of the interview, and since there was another client coming in, I had to point out that we had no more time to give him today, but that I would be glad to go on talking with him about the present course he was in and the possibility of a change in another interview. He accepted this and said he would like to work further with me.

III. *Clinical synthesis of problem.* As above.

IV. *Diagnosis.* Self-conflict.

V. *Counseling techniques and their effectiveness.* Test interpretation and interpretation of behavior followed by simple recognition of content as client overflowed with verbal descriptions.

VI. *Prognoses.* As above.

VII. *Follow-up.* Has appointment for next week.

CASE 2

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number 31930

Date 7/17/47

Name Ray Dunn Interviewer Jane Wold

- | | |
|---------------------------------------|---|
| I. Client's statement of his problem. | IV. Diagnosis. |
| II. Clinical data. | V. Counseling techniques and their effectiveness. |
| A. From interview. | VI. Prognoses. |
| B. From other sources. | VII. Follow-up. |
| III. Clinical synthesis of problem. | |

I. *Client's statement of his problem.* To confirm the advisability of chemistry as his vocational objective.

II. *Clinical data.* Ray is a pale, soft spoken, wide hipped student who is beginning to wonder if he is well suited to the study of chemistry. He has never done better than a B in a chemistry course and just recently failed two quantitative chemistry courses. Ray, on the other hand, finds that he does superior work in SLA subjects with not nearly so much effort. Also the fact that the area in which he stood highest on the Sophomore Culture Test was the arts has got him to thinking about a possible change of major. However, because he is only four quarters short of graduation, he feels that a change at this time would be impractical.

Although Ray has not had a great deal of formal musical training, I gathered that he was quite adroit at the piano—improvising, etc.

Before coming down to the University, he and a pal of his were inseparable. His friend was a very bright boy whom Ray seems to admire very much. While his friend was accepted by the home town college, Ray was turned down because of his difficulty with

mathematics in his last year of school. Ray now realized that he was very dependent upon his friend. He often catches himself feeling that he could be doing much better if he had his buddy to bolster him up, to talk him out of his periods of depression.

Ray doubts that he puts in a sufficient number of study hours. He seldom gets at his studying until 8:00 P.M. as his days are filled with work in a tea room (for his room and board), classes plus labs. By this time there isn't much zest for studying left. He is almost entirely self-supporting. His father is dead and his mother is working. Ray believes that his mother is waiting for the day when he will be out of college, in a position to support her so that she can quit work. Probably there is a close mother-son relationship.

In speaking about his social activities, Ray mumbled so that his speech was often unintelligible. He feels that he ought to get out more but states that he cannot afford to date girls.

IV. *Diagnosis.* Perhaps an unwise vocational choice. Probable emotional personality problems.

D.S. Form 208
(Revised 1945)

Date July 18 1947

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experience of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential.*

Name Dunn Ray F. Sex Male
 Last First Middle

Present Address Minneapolis Phone LA 4662

Home Address Montana

Age 20 Date of Birth Dec. 14, '26 Place of Birth Montana

Religious Preference Anglican

Marital Status: Single x Married _____ Divorced _____

Widowed _____ Separated _____

Father Living Yes _____ Mother Living Yes x

No x No _____

Check any of the following which are applicable:

Parents still married _____ Parents divorced x

Parents separated _____ Father re-married _____

Mother re-married _____

If Father not living,

Name and Relationship of Guardian Mrs. M. L. Dunn mother

Father's Name Dunn Abraham Father's Age 44
 Last First when deceased

Father's Home Address _____ Mother's Age 52

Father's business or occupation: Name of firm or employer _____

Father's title, position or nature of work _____

Mother's Occupation Before Marriage store clerk

Mother's Present Occupation hosiery worker

Father's Birthplace England Mother's Birthplace England

Father's Education grade school, high school, naval school

Mother's Education grammar school

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
1.	<i>Julia</i>	<i>F</i>	<i>18</i>	<i>1st yr. h.s.</i>	<i>no</i>	<i>child welfare assistant</i>
2.	<i>John</i>	<i>M</i>	<i>17</i>	<i>8 yrs. grade school</i>	<i>no</i>	<i>"agent" carni- val (conces- sion operator)</i>
3.	_____	_____	_____	_____	_____	_____

Name of preparatory or high school *Central*

Date of Graduation *June 1945*

Type of course taken *Science, mathematics* Size of high school
senior class *100*

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.)

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
<i>University of Minnesota</i>	<i>enrolled at present</i>	<i>Chemistry,</i>
<i>Conservatory of Music</i>	<i>school term '44-45</i>	<i>mathematics,</i>
	<i>earlier piano</i>	<i>piano</i>
	<i>instruction</i>	

If not already attending the University of Minnesota, when do you expect to enter? _____

You will find listed below several kinds of leisure time activities. Draw a circle around each of the activities in which you engage frequently. Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I. *Individual Activities—either organized or unorganized.*

A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc. _____

B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.

(specify) music

C. Reading, theatre, concerts, art museums, lecture, dance recitals

II. *Group Activities—either organized or unorganized.*

D. (all team sports—such as): Football, baseball, basketball, volleyball, hockey

E. Dancing, "dates," bridge, poker, picnics

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc.

G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc.

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc.

What extra-curricular activities do you expect to participate in at the U. of M.? (As fraternity, basketball, etc.) none

What types of books or articles interest you? (Fiction, biography, scientific, etc.) Scientific, biography of some musicians

What magazines do you read most frequently? Life, Time

Answer the following questions *only* if you have attended or are attending a University.

What is (or was) your major? Chemistry What year are you in? Jr.

How many hours of study do you put in during the week (on the average)? 12-15

Are you engaged in any outside work while attending the University? yes

If so, what is the nature of this work? waiter, helper at a tea room

How much time does it take each week? 21-26 hours (more during summer)

Who is your employer? Mr. Bill

TO BE ANSWERED BY EVERY STUDENT

(did you decide)

Why (are you deciding) to come to college (check as many as necessary or explain below):

- | | |
|---|--|
| _____ To get a liberal education | _____ To please parents or friends, family tradition |
| <u> x </u> To prepare for a vocation | <u> x </u> To learn more of certain subjects |
| _____ For the prestige of a college degree | _____ It was the "thing to do" |
| _____ To be with old school friends | <u> x </u> Foregone conclusion, I never questioned why |
| _____ To make friends and helpful connections | <u> x </u> Will enable me to make more money |
| <u> x </u> For social enjoyment "college life" | _____ To get a general education |
| <u> x </u> Without a college degree (or training) there is less chance of getting a job | |

Explanation _____

What other type of training have you considered besides a University education? _____

How does your family feel about college work? (Check one)

- _____ Doesn't care what you do
- _____ Opposed to your going to college
- x Wants you to go to college

Comments _____

Plans for your financial support in college: (Check one)

- _____ Entirely supported by family
- x Part-time work will be necessary (about how many hours a week?) _____

 x Total self-support will be necessary (about how many hours a week?) 21-25
(except for tuition and books)

- _____ G.I. Bill
- _____ Vets Rehab. Training
- _____ State Aid
- _____ Scholarship
- _____ Other

List in chronological order all your civilian work or employment experiences to date (including part-time or summer jobs):

<i>Firm</i>	<i>From To</i> (give year & month)	<i>Nature of Work</i>	<i>Salary</i> (per month)
<i>Farm</i>	<i>summer months,</i> <i>3 yrs.</i>	<i>farmhand</i>	<i>\$20 plus board</i> <i>mostly</i>
<i>Restaurant</i>	<i>1943-44</i>	<i>waiter at soda</i> <i>fountain</i>	<i>\$60 part time</i>
<i>Varnish Co.</i>	<i>July-Dec. 1945</i>	<i>laborer</i>	<i>\$80</i>

Which of these jobs did you like best? *The restaurant work*

Why? *I had a job with a certain amount of responsibility and I thought I*
was getting a lot of money.

List, in order of preference, five occupations in which you would like to earn your living. Do not consider your abilities or job opportunities in making this list. Just consider whether or not you would be happy in the work.

OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1. <i>Assistant research chem.</i>	<i>I like chemistry (organic)</i>
2. <i>Musician (popular)</i>	<i>I like music, piano</i>
3. <i>Composer-arranger</i>	<i>I like to improvise on piano</i>
4. <i>Writer (sociological</i> <i>problems)</i>	<i>I detest race prejudice in any form.</i>
5. _____	_____

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Have a secure and*
fairly important position on chemical research staff of some company or
department of government (natural resources)

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

- _____ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.
- _____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.

- ____ Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.
- 2 Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.
- 1 Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.
- 3 Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.
- ____ Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? chemist

What other possibilities have you considered? musician

When did you make your present choice? (give the year) 1941

Why did you make this choice: (check reason or reasons)

- | | |
|--|--|
| ____ Family suggestion or tradition | <u>x</u> A long personal interest in the work |
| ____ Friend's or teacher's advice | ____ It is most profitable financially |
| ____ The vocation of someone you admire or respect | ____ It is best suited to my abilities |
| ____ Suggested by study in school | ____ Chosen as being most interesting intellectually |
| ____ Suggested by study in college | ____ Choice made on my own responsibility |

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain and satisfied _____ Uncertain x Very questionable _____

How much information have you about the requirements of the vocation you are choosing? None _____ Some x Extensive _____

What vocation do (or did) your parents want you to follow? No preference

Why? They wanted me to go to University and encouraged me in my choice of chemistry.

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

I developed an early interest in chemistry (age 14) and in high school met a boy with interests very similar to mine. We still have a laboratory in which both of us worked on original problems (to us). He became my closest friend and I always thought of us working together in the future.

Have you any physical disabilities? (describe) Blind in one eye.

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough_____	_____	Heart disease_____	_____
Mumps_____	_____	Nervousness_____	_____
Measles <i>x</i> _____	<u>8</u>	Sleeplessness_____	_____
German measles <i>x</i> _____	<u>8</u>	Exhaustion_____	_____
Chicken pox <i>x</i> _____	<u>7</u>	Hearing defects	_____
Encephalitis_____	_____	(specify)_____	_____
(sleeping sickness)		Typhoid fever_____	_____
Epilepsy_____	_____	Smallpox_____	_____
Infantile paralysis_____	_____	Diabetes_____	_____
Any other kind of		Stuttering_____	_____
paralysis_____	_____	Stammering_____	_____
Tuberculosis_____	_____	Other speech defects_____	_____
Pneumonia_____	_____	Hernia_____	_____
Influenza_____	_____	Other physical de-	
Any unexplained respira-		fects_____	_____
tory disorder_____	_____	Fainting spells <i>x</i> _____	<u>13</u>
Malaria_____	_____	Convulsion or fits_____	_____
Chorea (St. Vitus Dance)		Dizziness_____	_____
_____	_____	Tingling_____	_____
Rheumatic fever_____	_____	Frequent or persistent	
Scarlet fever_____	_____	headaches_____	_____

	Age	Others (specify)_____	Age
Frequent or persistent backaches_____	_____	_____	_____
Eye defects		_____	_____
(specify) <u>x</u> <u>blindness</u>	<u>10</u>	_____	_____
<u>in one eye</u>			

Comments or remarks:

Underline any of the following words which describe your general make-up:

persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

- _____ Living at home with my family.
- _____ Living in a University Dormitory or Cooperative House.
- _____ Living in a rooming house.
- _____ Living in a fraternity or sorority house.
- x _____ Living in the home of an employer, of friends, or of relatives.
- _____ Living in my own apartment.

From what person or other source did you hear of the Student Counseling Bureau?

Recommended by George and Judy Klare

Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved.

At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have *not* been able to solve adequately, place a check (✓). After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

Check Here

1. I usually feel inferior to my associates. _____
2. I have been unable to determine how much time I should study. _____
3. I have too few social contacts. _____
4. I have difficulty in making friends. _____
5. I do not know how to obtain the money I need. _____
6. I have been unable to determine what I am best able to do. *xx* _____
7. I do not know how to take good lecture notes. _____
8. I do not get along well with my parents. _____
9. I often have difficulty in keeping friends. _____
10. I am unable to determine what I would like to do. _____
11. I have not obtained parental approval of my vocational plans. _____
12. I do not have enough to talk about in company. _____
13. I receive inadequate financial help from my family. _____
14. I do not know how to outline text-book assignments. _____
15. I am unable to get along with my brothers and/or sisters. _____
16. I have been unable to make a satisfactory religious adjustment. _____
17. I am not interested in my studies. *x* _____
18. I do not have enough information about job opportunities and duties. _____
19. I am frequently embarrassed when with others. _____
20. I usually do not enjoy being with members of the opposite sex. _____
21. I am unable to do my work well because of too many social activities. _____
22. I usually do not know how to act in company. _____
23. I usually cannot read fast enough to cover all of my assignments. _____
24. I usually have difficulty understanding what I read. *x* _____
25. I do not know what the most appropriate training is for my chosen career. _____

Check Here

26. I do not know if an education is worthwhile.
27. I feel guilty about something I have or have not done. .
28. I have so much outside work to do that I am neglecting
my school work. *x*
29. I have trouble making myself study. *x*
30. I lack self-confidence. *x*
31. I am dissatisfied with my state of health.
32. I do not know how to improve my personal appearance.
33. I do not know how to break certain habits I have.

Other problems Inability to concentrate on my studies. By the time I
am ready to begin (8:00 P.M.) I do not have the interest in the work.

Chief problem Uncertainty in my choice of vocation.

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
English	<i>B Avg.</i>				
Speech					
Journalism					
French	<i>C Avg.</i>				
German		<i>C Avg.</i>			
Spanish					
Latin		<i>C Avg.</i>			
Elementary Algebra	<i>C</i>		<i>C</i>	<i>C</i>	
Plane Geometry		<i>C</i>			
Higher Algebra					<i>C</i>
Solid Geometry					
Trigonometry					<i>C</i>
Ancient History			<i>B</i>		
Medieval History			<i>B</i>		

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Modern European History				<i>B</i>	
English History		<i>B</i>			
American History					
C. L. P.					
Civics					
Social Science					
Sociology					
Economics					
General Science	<i>B</i>	<i>B</i>			
Biology					
Chemistry				<i>B</i>	<i>B</i>
Physics			<i>C</i>		<i>C</i>
Shorthand					
Typing					
Junior Business Training					
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art	<i>C</i>				
Music	<i>B</i>				
Mechanical Drawing					
Electricity					
Manual Training—Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D.S. Form 213-1-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. 31930

Name Ray Dunn College IT
 Class Jr. Sex Male Age 20

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
6/45	H.S.Scholarship <i>Hamilton, Ont.</i>			
1/46	A.C.E. (1937) <i>Canada</i> TOTAL	101	81	1938 Univ. Fr.
	Completion	15	45	1937 SLA GC Fr.
	Arithmetic	22	77	"
	Artificial Language	22	78	"
	Analogies	16	35	"
	Opposites	26	66	"
7/47	Ohio Psych (18) TOTAL	119	97 69	SCB Fr. ()
	Opposites	32	99	
	Analogies	47	97	
	Reading Comp.	40	88	
	Miller Analogies ()			
1/46	Coop. Eng. (1938-OM) TOTAL	211	73	1938 SLA GC Fr.
	Usage	97	27	
	Spelling	31	71	
	Vocabulary	83	98	
	G.E.D. 1. Eng. Expression	S.S.		Type I Inst.
	2. Social Studies	S.S.		"
	3. Natural Science	S.S.		"
	4. Literary Materials	S.S.		"
	Coop. Reading Comp. TOTAL			
	Vocabulary			
	Speed			
	Level			

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
1/47	Coop. Culture (U) C.S.P.	45	50	SLA Soph.
	H. & S.S.	46	65	
	Lit.	42	68	
	Sci.	33	75	
	F.A.	54	91	
	Math.	43	88	
	Minn.Clerical Apt. Numbers			Gen.Pop-()-Cler.Wrk.
	Names			“ “
	Minn. Personality Inv.			
	1. Morale			U. of M. Fr.
	2. Social Adj.			
	3. Family			
	4. Emotion			
	5. Econ. Cons.			

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Ray Dunn Case Number 31930
 COLLEGE IT
 DATE 7/25/47

Summary:

Today our talk began with an interpretation of the Strong test. I pointed out that his interests tended to be most like those of men in scientific professional, verbal linguistic and musical occupations. Ray expressed the feeling that his measured interests agreed very well with his own judgment regarding his interests. At some length, however, he tried to get across the idea that he felt that his interest in chemistry was quite different from that of most of his fellow students. Most of them are absorbed in the mathematical phase of chemistry, and he was interested in it mainly from the aesthetic standpoint. He stated that he got quite a bit of pleasure out of the balance

and congruity of a perfect experiment but that he found the quantities of the mathematical aspects of the field dry and unchallenging. More and more he finds his dislike for and mediocrity in mathematics to be a progressively more serious disability in the field of chemistry. He has found that grades come much easier for him in the social sciences rather than in physics, chemistry, or math. His early enthusiasm in regard to chemistry was generated largely by his contacts with his pal from his home town. Looking back now, he believes that his friend's interests were far different from his. He mentioned the fact that often he would be upstairs playing the piano while his friend would be working away with an experiment in the basement laboratory.

In regard to art, Ray remarked that he appreciated art but had no special talent in this area. When a young boy, he had given some thought to being a physician but because he had the sight of only one eye, he dismissed this possibility from further consideration. In regard to the verbal linguistic interest, Ray stated that he might like to write in connection with his music, but that he would not care to specialize in journalism or English alone.

Last year Ray had been telling himself that "well, next quarter I'll really get on the ball." However, when next quarter comes along he ends up with a mediocre grade in his chemistry. He finds organic chemistry stimulating, does at least average work in it, but is disinterested in the rest of his chemistry. He feels that this is the logical point at which to make a change if he is not going to continue in his chosen field. In battling over and verbalizing his feelings regarding a transfer, he seems to favor the idea of going back into a generalized arts course such as the liberal arts curriculum. However, he pointed out that definitely he needed time to think the thing over as this change would result in a loss of credits. At the present moment, music would seem to be the best alternative to him. However, he is not at all interested in taking formal classes in musical theory, etc. When improvising, he does not like to go by a hard standing rule but instead wants to get more of the feeling into his work. He believes that he could probably go into composing and arranging at the present time, and that further college work would not help directly in this line of work. He does want further cultural and background courses. Therefore, if he were to decide upon music, he would possibly get a bachelor's degree including philosophy, literature, a few music courses, and then attempt to break into the musical field. He is especially interested in arranging or composing popular music. He believes that he is capable of writing a musical critical column. The way Ray puts it is: "I feel that I have a chance to be above average

in music, but I know that I will never be more than an average chemist, if that." Scholastic achievement has always meant a lot to him and poor performance here last year was a hard blow. He had begun to wonder if he had the capacity to do superior work, and I assured him that it would seem that definitely he had above college level ability.

Certainly more factors than disinterest and lack of ability in mathematics must be taken into account when explaining his under-achievement since coming to the University. One of the most important would be problems of an emotional nature as brought out by the Multiphasic and interview conversation. Since his arrival at the University he has had very little recreation of any kind. He has rationalized this by telling himself that he cannot afford to go out; that he just doesn't have the time to take away from his studies. However, he has found that in his leisure moments, he often dreams of a sunny future and plays the piano rather than utilizing this time for his studies. He feels that his depression and gloom can be traced largely to his vocational indecision. He would like to date girls but is terribly afraid that he will be turned down by them. Ever since his high school days he has felt as though he was considered undesirable in the eyes of most females. Ray thinks that all of his relationships with girls have been on a very superficial level. There evidently have been very few successful experiences, if any, in this area. Because he has not dated girls, he seldom goes out with the fellows except when boys get together for a stag over at the tea room. On the few dates he has been on, he has preferred just talking to the girls rather than dancing or engaging in other organized formal activities.

He seemed to feel that he had profited by talking his problems through and appeared interested in coming in for another talk after returning to the University in the fall. The day of this interview he was to leave for home where he intends to come to some kind of a decision regarding his possible transfer. The problem of practicality also enters into his choice as he feels that he ought to help support his mother as soon as possible. However, he seems to be willing enough to gamble on a broad major, taking chances with music. Undoubtedly he will talk over the the advisability of the change with his boy friend who seems to have had a great influence upon him up to the present time. At the present time his feelings seem to be weighted on the side of a broad liberal program. Certainly past performance and test scores would suggest a significantly better grade record in this type of program. I want to mention that Ray ex-

pressed himself fluently and in a very soft, modulated voice. He seems to have a pleasant sense of humor. He may be back in again.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Ray Dunn Case Number 31930
COLLEGE IT
DATE 9/23/47

Summary:

Ray came in to talk over his summer experiences and his plans for the future. During this summer he worked most of the time as, of all things, a carnival operator. He traveled with a carnival throughout the eastern states, a carnival with which his brother is associated. Ray worked as a weight and age guesser. In talking about his experiences he laughingly said that most of his friends thought that the job was quite incongruous with his own personality. However, he stated that he enjoyed it immensely and felt that it was good for him to get away from the university type of atmosphere. He rather enjoyed scaling his vocabulary down to the two syllable level. In addition to being with the carnival, he did spend about four weeks at home and during this time he talked over his vocational plans with his very good friend. Ray stated that naturally the boy had felt that Ray ought to continue in chemistry but he himself noted that his interest in his problem was more boy friend oriented than actual interest in his welfare.

I asked Ray just what he had decided to do and he replied that he had come to the decision to give up chemistry and transfer into an SLA liberal arts major. He seems quite relieved that he has finally definitely decided to make the break. In regard to setting up a liberal arts major, I referred him to Miss Powers of the senior college S.L.A. office. With his strong interest in the art, music, and linguistic areas, along with his superior academic potentialities, Ray ought to be accepted as good liberal arts material. I asked him just what he would do about the job situation when he graduates from S.L.A. He replied that he is most interested in critical writing, or radio script writing of some kind. He mentioned that he knows quite a bit about a particular station in his home town, and that the broadcasting system is quite different there. Script material is not paid for by private companies, but rather bought by the broadcasting system itself and then

aired. Ray feels that he might be able to work into a setup of this kind where he would be hired by the broadcasting system to write for them. What he wants most in college now is a good liberal background, and the liberal arts major should give him that. The Sophomore Culture test already indicates that he is quite well-rounded in this respect. I invited Ray to drop back in and let me know how he is coming along in his new major sequence. I will be expecting him to do above average work in his S.L.A. senior college courses. Today he was in a very good mood, and seemed quite optimistic about his future at school.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Ray Dunn Case Number 31930
COLLEGE IT
DATE 1/9/48

Summary:

Ray came in today just to let me know how things were coming along. He finished out the fall quarter in the S.L.A. liberal arts program, getting two B's and two C's. He had expected to attain a B average but slipped in some of his finals. He finds, however, that he is much more satisfied in his liberal arts program than he was in chemistry and does not seem to regret his decision to make the transfer. He is still a little worried about what he is going to do when he finishes up his liberal arts program which includes some specialization in the English, philosophy and literature areas. He still hopes that he will be able to land some kind of a radio script writing job or some type of writing position in his home town. He mentioned that because of the small population, the openings in this area tend to be of greatest number up in Canada. At least the competition for the openings is not so great. He said he would be in again sometime to let me know how things were progressing. Incidentally, a few days after I talked to Ray some woman called me from the Bureau of Loans and Scholarships and said that Ray had submitted my name as a character reference. He had applied for a loan as he is having difficulty getting money. I recommended him as I am quite sure that his character is certainly excellent. I would expect him to continue in S.L.A. and I also think that his grades will probably be picking up considerably. From now on I doubt that he will fall below a B average.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Ray Dunn Case Number 31930
COLLEGE IT
DATE 4/14/48

Summary:

Ray began by saying that when he had made the appointment he had a need for reassurance regarding the practicality of his liberal arts program, but since the date he had made the appointment, he had talked to Miss Mabel Powers over in the S.L.A. junior college office who is his adviser in a liberal arts program. He has received some assurance from her in regard to the vocational possibilities emanating from a liberal arts program. She gave him some idea of the kinds of openings that had been offered to liberal arts graduates. Also, Ray has an alternative plan in mind in case he cannot get a job after graduating from S.L.A. at the end of next winter quarter. There is a possibility that he might return to his home town and enter the college of education there so that he would be prepared to teach if necessary. Actually he would prefer to get into some type of editing, writing, or a related area if at all possible. This summer Ray hopes to look into job opportunities in his home area. He generally feels that he is much happier in the liberal arts program and studies far more than he did when he was in chemistry.

Last quarter he received a B and a few C's and seems satisfied to do slightly above average work. At the moment there does not seem to be any particular problem. He has not been making any drastic changes in his social adjustment. I doubt that he is doing much in the way of dating, but is still probably going out once in a while with the fellows. Whenever this area is brought up, he usually dismisses it by saying that he just does not have enough money to date girls. At any rate, educationally he seems to be coming along all right and is quite satisfied with himself. Ray will probably never be a lady's man but I would guess that he will get along quite well as long as he can find some fellows with interests similar to his.

CASE 3

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number 35533

Date 7/8/47

Name Holbein, Kenneth Eugene Interviewer A. M. Christian

- | | |
|---------------------------------------|---|
| I. Client's statement of his problem. | IV. Diagnosis. |
| II. Clinical data. | V. Counseling techniques and their effectiveness. |
| A. From interview. | VI. Prognoses. |
| B. From other sources. | VII. Follow-up. |
| III. Clinical synthesis of problem. | |

I. *Client's statement of his problem.* "I want to go to college, and I want to take up social work." He wants college aptitude tests (referred by State Vocational Rehabilitation for this) and information about social work courses at the University.

II. *Clinical data.*

Disability: spastic—but not severe; most outwardly noticeable in speech (slurred, some jerkiness, some facial contortions). His walking is almost normal. He claims he writes legibly but slowly. He has had some physical training since 1937 at the University Hospital Out-Patient Clinic. (Apparent misunderstanding on part of both client and counselor. Counselor used words "physical training." State Rehabilitation said University Hospital care for eyes, ears, and throat.) He is still going there occasionally. He claims he has had no speech training.

Educational record: (according to client) Tenth grade completed, St. Paul High School. "About a C average," but the client implied that his record in general was poor—lacked interest and didn't study. He feels it was a serious mistake that he didn't finish school. English was his weakest subject—he flunked one semester. He liked history

best—took American and World history. He had one year of general mathematics, no algebra or geometry. No shop. He took G.E.D.'s last week at the Board of Education and scored sufficiently high for a high school equivalence certificate.

Employment record since 1942: none.

Claimed vocational choice: Social Work. Reason: he wants to help others who are like him. "I had a rough time, but I've learned a lot. I think I can help others learn what I've learned." This vocational preference is *very recent* as is the idea of going to college. This came out of the fact that he had not found employment in other fields. Only other claimed previous interest: forestry, no reason except that he enjoys woods (he goes to visit relatives in wooded country) and likes hunting and fishing.

Attitude toward prospects in college: He is certain he can make the grade. He feels that he has learned his lesson about studying and that previous study habits will not make for difficulty in college.

Attitude toward disability: "I can do anything anybody else can, if given a chance." (Cited hunting and fishing as examples. He claims hunting and fishing as his hobbies.)

He claims that he discussed his vocational preference with two pharmacists, his doctor, his minister, and a few others. They all felt the choice was good.

Appearance: Not attractive. Although the client was sitting still in a row with other clients waiting for interviews, the counselor immediately picked him out as her spastic case.

III. *Clinical synthesis of problem*. The client, male, 23, single, and a spastic, has recently thought that he wants to be a social worker so that he might help others with problems similar to his own. As a result, he wants to go to college in spite of having dropped out of high school at the end of the tenth grade because of lack of interest in school work and his claimed "not very good" scholastic record. He therefore plans to attempt to enter the University on the basis of his high school G.E.D. tests plus the college entrance tests which he wishes to take at this bureau. Questions: Of admission to the University, of prognosis on college scholastic achievement, and of feasibility of claimed vocational choice.

IV. *Diagnosis*.

1. The counselor suspects that the client is not of college calibre, unless his disability and/or his adjustment to his disability deceives a person in the original impression of mental capacity, and interfered in high school with his performing up to his ability.

2. His claimed vocational choice seems to have a definite emotional basis.

3. He has had little vocational orientation.

4. He may be overcompensating for his disability—"I can do anything anyone else can do, if given a chance." Hence he may still have adjustment problems in relation to his disability.

Questions: What was his school record and behavior? What has he been doing since 1942? What has State Rehabilitation been trying to do on this case? What is State Rehabilitation's thinking regarding the client's present vocational idea? What information can be secured from outside sources regarding social adjustment?

V. *Counseling techniques and their effectiveness.* Opening—allowed veteran to take the lead.

Reflection—in general, client continued the discussion as the result of reflection.

Some questioning for information on the part of the counselor: "How far did you go through school?" "What sort of grades did you get?" etc.

A little interpretation: role of counselor—required by client's very early, "What do you think I should do?"; a few statements on the role of vocational tests—again required early by the client's implication that tests tell a person what he should do.

Some vocational information giving—particularly about school courses. This was definitely premature in the counselor's opinion, but was forced by the client. The counselor would give just a bit and the client would press for more by direct questions or by returning to course requirements after the conversation had turned to other topics.

Selection of tests—college entrance tests were checked by the counselor. The client watched the counselor mark them on the card and then the client asked to see the card. *Very* brief outline of the tests by the counselor and the client said he wanted to take others. The selection was made entirely by the client. (He asked also if we had a history test.)

The client was in general leading the direction of the interview. The counselor did not follow complete development along client-directed lines, because the counselor had had no pre-clearance from State Rehabilitation and the counselor felt that she had to be on guard that the client did not interpret the counselor's actions and words as an indication of the counselor's approval of the client's going to college and training in social work.

VI. *Prognosis.* Too little information at this time to speculate.

VII. *Follow-up.* The student is to take the tests next week, and then return to the counselor. The counselor will clear with a psychometrist on an individual testing room and testing procedures. An im-

mediate call to the State Vocational Rehabilitation Office must be made—for information on the case, what is desired by State Rehabilitation, etc.

D.S. Form 208
(Revised 1945)

Date 7/14 1947

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential.*

Name Holbein, Kenneth Eugene Sex Male
Last First Middle
Present Address St. Paul Phone DR 5914
Home Address Same
Age 23 Date of Birth 9/19/24 Place of Birth Minneapolis
Religious Preference Luth.

Marital Status: Single x Married _____ Divorced _____

Widowed _____ Separated _____

Father Living Yes x Mother Living Yes x

No _____ No _____

Check any of the following which are applicable:

Parents still married x Parents divorced _____

Parents separated _____ Father re-married _____

Mother re-married _____

If Father not living,

Name and Relationship of Guardian _____

Father's Name Holbein Ludwig Father's Age 52

Last First

Father's Home Address Same Mother's Age 51

Father's business or occupation: Name of firm or employer _____

Father's title, position or nature of work Mechanic

Mother's Occupation Before Marriage Clerk

Mother's Present Occupation Housewife

Father's Birthplace Minneapolis, Minn.

Mother's Birthplace Hutchinson

Father's Education 8 years

Mother's Education 8 years

Brothers' and Sisters'

Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
1. Kurtiss P.	M	18?	HS	No	Killed in action 4/26/45
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____

Name of preparatory or high school St. Paul, 11th grade

Date of Graduation GED test 7/1/47

Type of course taken _____

Size of high school senior class _____

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.) _____

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
_____	_____	_____
_____	_____	_____
_____	_____	_____

If not already attending the University of Minnesota, when do you expect to enter? _____

You will find listed below several kinds of leisure time activities. *Draw a circle around each of the activities in which you engage frequently.* Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I. Individual Activities—either organized or unorganized.

A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc. _____

B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies. _____

(specify) amateur gunsmith _____

C. Reading, theatre, concerts, art museums, lecture, dance recitals _____

II. Group Activities—either organized or unorganized.

D. (all team sports—such as): Football, baseball, basketball, volleyball, hockey _____

E. Dancing, “dates,” bridge, poker, picnics _____

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc. _____

G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc. _____

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc. _____

What extra-curricular activities do you expect to participate in at the U. of M.? (As fraternity, basketball, etc.) _____

What types of books or articles interest you? (Fiction, biography, scientific, etc.) _____

What magazines do you read most frequently? _____

Answer the following questions *only* if you have attended or are attending a University.

What is (or was) your major? _____ What year are you in? _____

How many hours of study do you put in during the week (on the average)? _____

Are you engaged in any outside work while attending the University? _____

If so, what is the nature of this work? _____

How much time does it take each week? _____

Who is your employer? _____

TO BE ANSWERED BY EVERY STUDENT

(did you decide)

Why (are you deciding) to come to college (check as many as necessary or explain below):

- | | |
|--|--|
| _____ To get a liberal education | _____ To please parents or friends, family tradition |
| <u>x</u> _____ To prepare for a vocation | |
| _____ For the prestige of a college degree | _____ To learn more of certain subjects |
| _____ To be with old school friends | _____ It was the "thing to do" |
| _____ To make friends and helpful connections. | _____ Foregone conclusion, I never questioned why |
| _____ For social enjoyment, "college life" | _____ Will enable me to make more money |
| _____ Without a college degree (or training) there is less chance of getting a job | _____ To get a general education |

Explanation To prepare for social service _____

What other type of training have you considered besides a University education? _____

How does your family feel about college work? (Check one)

- ☒ Doesn't care what you do.
☐ Opposed to your going to college.
☐ Wants you to go to college.

Comments _____

Plans for your financial support in college: (Check one)

- _____ Entirely supported by family
☒ Part-time work will be necessary *first year* (about how many hours a week?) _____
 _____ Total self-support will be necessary (about how many hours a week?) _____
 _____ G.I. Bill
 _____ Vets Rehab. Training
☒ State Aid *Last four years*
 _____ Scholarship
 _____ Other

List in chronological order all your civilian *work or employment experiences* to date (including *part-time or summer jobs*):

<i>Firm</i>	<i>From To</i> (give year & month)	<i>Nature of Work</i>	<i>Salary</i> (per month)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Which of these jobs did you like best? _____

Why? _____

List, in order of preference, five occupations in which you would like to earn your living. *Do not consider your abilities or job opportunities in making this list.* Just consider whether or not you would be happy in the work.

OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1. <i>Social worker</i>	<i>This is sort of hard to express</i>
2. <i>Game Warden</i>	<i>Love of the outdoors and interests</i>
3. <i>Forestry</i>	<i>In game and forest conservation in Minnesota</i>
4. <i>Gunsmithing</i>	<i>Full knowledge of arms and ammo</i>
5. <i>Sporting goods prop.</i>	<i>Full knowledge of arms</i>

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? Social work

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

- _____ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.
- 3 _____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.
- 1 _____ Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.
- _____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.
- 2 _____ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.
- _____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.
- _____ Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? Social service

What other possibilities have you considered? Forestry

When did you make your present choice? (give the year) 1947

Why did you make this choice: (check reason or reasons)

- | | |
|---|---|
| _____ Family suggestion or tradition | _____ A long personal interest in the work |
| _____ Friend's or teacher's advice | _____ It is most profitable financially |
| _____ The vocation of someone you admire or respect | <u>x</u> _____ It is best suited to my abilities |
| _____ Suggested by study in school | _____ Chosen as being most interesting intellectually |
| _____ Suggested by study in college | <u>x</u> _____ Choice made on my own responsibility |

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain
and satisfied x Uncertain _____ Very
questionable _____

How much information have you about the requirements of the vocation you are choosing? None _____ Some x _____ Extensive _____

What vocation do (or did) your parents want you to follow? None
Why? _____

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

I want to help other persons who are handicapped just as I received help which put me on my feet again.

Have you any physical disabilities? (describe) Yes. Of a spastic nature.

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough _____	_____	Any unexplained respira-	_____
Mumps _____	_____	tory disorder _____	_____
Measles <u> x </u> _____	<u> 8 </u> _____	Malaria _____	_____
German measles _____	_____	Chorea (St. Vitus Dance)	_____
Chicken pox <u> x </u> _____	<u> 8 </u> _____	_____	_____
Encephalitis _____	_____	Rheumatic fever _____	_____
(sleeping sickness)	_____	Scarlet fever _____	_____
Epilepsy _____	_____	Heart disease _____	_____
Infantile paralysis _____	_____	Nervousness _____	_____
Any other kind of	_____	Sleeplessness _____	_____
paralysis _____	_____	Exhaustion _____	_____
Tuberculosis _____	_____	Hearing defects	_____
Pneumonia _____	_____	(specify) _____	_____
Influenza _____	_____	Typhoid fever _____	_____

	Age		Age
Smallpox_____	_____	Dizziness_____	_____
Diabetes_____	_____	Tingling_____	_____
Stuttering_____	_____	Frequent or persistent headaches_____	_____
Stammering_____	_____	Frequent or persistent backaches_____	_____
Other speech defects_____	_____	Eye defects (specify)_____	_____
Hernia_____	_____	Others (specify)_____	_____
Other physical de- fects_____	_____	_____	_____
Fainting spells_____	_____	_____	_____
Convulsion or fits_____	_____	_____	_____

Comments or remarks:

*This in my opinion is of a slight nature and it will not handicap me
much in school.*

Underline any of the following words which describe your general make-up:

persevering, friendly, patient, stubborn, capable, tolerant, calm, im-
petuous, pessimistic, reserved, bashful, self-confident, jealous, talented,
quick-tempered, cynical, tactful, conscientious, cheerful, submissive, ex-
cited, irritable, anxious, poor health, nervous, easily exhausted, un-
happy, frequent periods of gloom or depression, frequent daydreaming,
sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best
describes your present or contemplated living arrangements while at the
University.

- x Living at home with my family.
 _____ Living in a University Dormitory or Cooperative House.
 _____ Living in a rooming house.
 _____ Living in a fraternity or sorority house.
 _____ Living in the home of an employer, of friends, or of relatives.
 _____ Living in my own apartment.

From what person or other source did you hear of the Student Counseling
Bureau?_____

Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have *not* been able to solve adequately, place a check (✓). After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

- | | Check Here |
|--|------------|
| 1. I usually feel inferior to my associates. | _____ |
| 2. I have been unable to determine how much time I should study. | <i>x</i> |
| 3. I have too few social contacts. | _____ |
| 4. I have difficulty in making friends. | _____ |
| 5. I do not know how to obtain the money I need. | <i>x</i> |
| 6. I have been unable to determine what I am best able to do. | _____ |
| 7. I do not know how to take good lecture notes. | <i>xx</i> |
| 8. I do not get along well with my parents. | _____ |
| 9. I often have difficulty in keeping friends. | _____ |
| 10. I am unable to determine what I would like to do. | _____ |
| 11. I have not obtained parental approval of my vocational plans. | _____ |
| 12. I do not have enough to talk about in company. | _____ |
| 13. I receive inadequate financial help from my family. | _____ |
| 14. I do not know how to outline text-book assignments. ... | <i>xx</i> |
| 15. I am unable to get along with my brothers and/or sisters | _____ |
| 16. I have been unable to make a satisfactory religious adjustment. | _____ |
| 17. I am not interested in my studies. | _____ |
| 18. I do not have enough information about job opportunities and duties. | _____ |
| 19. I am frequently embarrassed when with others. | _____ |
| 20. I usually do not enjoy being with members of the opposite sex. | _____ |
| 21. I am unable to do my work well because of too many social activities. | _____ |
| 22. I usually do not know how to act in company. | _____ |
| 23. I usually cannot read fast enough to cover all of my assignments. | _____ |

Check Here

24. I usually have difficulty understanding what I read. . . . _____
25. I do not know what the most appropriate training is for
my chosen career. . . . _____
26. I do not know if an education is worthwhile. . . . _____
27. I feel guilty about something I have or have not done. . . . _____
28. I have so much outside work to do that I am neglecting
my school work. . . . _____
29. I have trouble making myself study. . . . _____
30. I lack self-confidence. . . . _____
31. I am dissatisfied with my state of health. . . . _____
32. I do not know how to improve my personal appearance. . . . _____
33. I do not know how to break certain habits I have. . . . _____

Other problems I think that my main job will be keeping up with the
class in taking notes, etc. As my writing is slow and painstaking, I also
may be a little late in turning in assignments and English themes.

Chief problem _____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
English	D	D	F		
Speech					
Journalism					
French					
German					
Spanish					
Latin					
Elementary Algebra	C				
Plane Geometry					
Higher Algebra					

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Solid Geometry					
Trigonometry					
Ancient History					
Medieval History					
Modern European History					
English History			C		
American History	C	C	C		
C. L. P.	C				
Civics					
Social Science					
Sociology					
Economics					
General Science	C				
Biology					
Chemistry					
Physics			C		
Shorthand					
Typing					
Junior Business Training					
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing					
Electricity					
Manual Training—Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D.S. Form 213-1-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. 35533

Name Holbein, Kenneth College P. C.
 Class _____ Sex M Age 23

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	H.S.Scholarship <i>St. Paul</i>			
7/47	A.C.E. (1937) TOTAL	37 92	5 71	1938 Univ. Fr. <i>timed</i>
	Completion	8 18	13 64	1937 SLA GC Fr. <i>unlim-</i>
	Arithmetic	14 16	47 55	“ <i>ited time</i>
	Artificial Language	6 28	5 93	“
	Analogies	1 7	1 3	“
	Opposites	8 23	5 52	“
	Ohio Psych () TOTAL			SCB Fr. ()
	Opposites			
	Analogies			
	Reading Comp.			
	Miller Analogies ()			
7/47	Coop.Eng.(1938-OM) TOTAL	126	13	1938 SLA GC Fr.
	Usage	63	5	
	Spelling	21	35	
	Vocabulary	42	42	
	G.E.D.			
	1. Eng. Expression	S.S.		Type I Inst.
	2. Social Studies	S.S.		“
	3. Natural Science	S.S.		“
	4. Literary Materials	S.S.		“
	Coop. Reading Comp. TOTAL			
	Vocabulary			
	Speed			
	Level			

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	Coop. Culture (U) C.S.P.			SLA Soph.
	H. & S.S.			
	Lit.			
	Sci.			
	F.A.			
	Math.			
	Minn.Clerical Apt. Numbers			Gen. Pop-()-Cler. Wrk.
	Names			" "
	Minn. Personality Inv.			U. of M. Fr.
	1. Morale			
	2. Social Adj.			
	3. Family			
	4. Emotion			
	5. Econ. Cons.			
7/47	Wechsler Full	106	105	
	Verb	63	119	
	Perf.	43	89	
7/48	Coop. gen. sci. '34	62	61 64	SLA fr. 34, U of M fr.
				nurses

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Holbein, Kenneth Eugene Case Number 35533
 COLLEGE pre-college
 DATE 7/8/47 and continued 7/12/47

Summary:

Telephone report from Mr. Burns of the State Vocational Rehabilitation Department, 813 Metropolitan Life Building, Minneapolis, at request of counselor:

At the request of Mr. Lake, Boys' Counselor at St. Paul High School, the Board of Education gave Kenneth the high school G.E.D. tests for a high school equivalence certificate. As a result of passing the

G.E.D. tests, Kenneth is "all agog" about going to school and training for social work. Rehabilitation is having him secure information about school chances, etc., by referring him to the Student Counseling Bureau. Mr. Burns does not have the G.E.D. scores at present, but he understands that Kenneth passed "with good scores."

Kenneth seems to have many friends. He goes everywhere and does not seem to be "ashamed of his condition." He has a sense of humor, and after he has once gotten acquainted with a person, he is very informal and is quite funny. One counselor seriously commented that Kenneth would go over well in a circus—all he would have to do is act natural.

The rehabilitation record goes back a number of years. In 1942 the feasibility of vocational training was questioned. Since that time there have been *many* referrals and *many* attempts to place the client. No placement lasted more than a short time. (*E.g.*, NYA, 1943—dropped after a short time because he didn't follow directions. September, 1943—laborer on railroad. He hurt his back. December, 1943—did janitorial work at University Hospital but quit because he was not satisfied with the job. March, 1944—worked two days at Good Will Industries—"too dirty." From August, 1944, to September, 1944—worked as drill press operator. Kenneth was afraid he would injure his hands, and the company laid him off because of insurance problems. From December, 1944, to January, 1945—messenger. He quit to take another job which did not materialize. January, 1945—held a very short term job at Southwest Factory and was laid off. In 1943 he took a state Civil Service test for some type of subinspector and passed. In June, 1944, he passed a federal Civil Service test for messenger. His mother balked at the idea and Kenneth did not forget that for a long time.)

Problems in placement: appearance, employer resistance, physical examinations, and entrance into unions. A job was secured recently with a landscape gardener, but the employer never came to pick up Kenneth, which made the latter feel badly.

Mr. Burns has suggested to Kenneth that he consider using a farm that Kenneth's father and uncle own. The client claims the land is good. Kenneth is not interested in the idea. (Burns suspects that Kenneth does not want to leave town.) The idea was presented that Kenneth likes the out of doors, and that he could be his own boss. The client was interested in ballistics at one time, and has been interested in gunsmith work.

Kenneth was suspended from St. Paul High School on September 24, 1940. (No specific reason given in file.) In March, 1942, his return to high school was considered but dropped.

Kenneth is rather confident of his ability. He was certain that he could pass the G.E.D. tests and Civil Service examinations.

Tests:

A. Public School, when 15 years, 4 months old, in eighth grade

STANFORD ACHIEVEMENT (GRADES 4 TO 9, FORM 3)

	<i>Grade Level</i>
Language.....	7.2
Paragraph meaning.....	9.5
Word meaning.....	9.7
Diction.....	9.8
Literature.....	10+
History and civics.....	10+
Geography.....	10+
Arithmetic reasoning.....	9.0
Arithmetic computation.....	10+
Total.....	10+
Age equivalent.....	16 years, 3 months

B. Vocational Guidance Center (Minneapolis Public Welfare),
February, 1944

	Raw score	Percen- tile
Pressey classification.....	43	60
Pressey verification.....	54	64
O'Connor dexterity finger.....		1
O'Connor dexterity tweezer.....		1
Spatial relations.....		6
Manual dexterity.....		1
Minnesota paper form board....	19	14
Bell adjustment.....	"good adjustment"	

No clerical test given.

At that time—"not much idea of what he wanted to do."

Report from University Hospital, Social Service Division, September 2, 1946:

Came in February 14, 1946, complaining of nervousness. Examination, with diagnosis of cerebral palsy. He was given some medical

attention for ear trouble in 1943. ("Some hearing loss.") His adenoids were removed there in 1940. Rhinoplasty for cosmetic purposes was considered but not performed. Surgery in 1940 to correct eye squint. Eye refraction February, 1946, and new lenses for right eye were recommended. No vocational tests were given, but in 1939 he was classified as "low average intelligence." University Hospital Number: 530096.

7/12/47. The counselor talked to Kenneth over the phone regarding the appointment for tests. Kenneth was not easy to understand over the phone. He volunteered that he had learned his lesson "six years too late" but that he was sure that he could make the grade in college.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Kenneth Holbein Case Number 35533
COLLEGE _____
DATE 7/22/47

Summary:

I. *Client's statement of his problem.* Kenneth had two problems that he voiced in relation to going to college—first the possibility that he couldn't be admitted and second, that he would have a problem in writing his English themes and wished there were some way he could get out of taking English, because that is the subject in which he is weak.

II. *Clinical data.* Kenneth was insistent throughout the interview that he wanted to go into social work training, that it was the field in which he felt he was best equipped and would be happiest, that he could satisfactorily handle the training, and that there would be more opportunities for employment in that field than in some of the other fields. He thought the main requirement for social workers was understanding and appreciation of others' problems. He felt that he met those requirements. The counselor showed him some printed material on social work, but unfortunately the qualifications given were much in line with what the client stated as his feelings of the qualifications of a social worker. She pointed out that social work required work at the graduate level and that competition would be with students above the average college level. The comment the

client made was "the stiffer the competition the better." His only two concerns were his weakness in English and the length of the training course. He did some figuring and thought that by going to summer school he could cut down the length of the training, although the counselor pointed out that the vocational rehabilitation division figured on a four-year school term basis and that going to summer school would cut into the length of that training. Kenneth indicated that he thought he could get some financial backing from his church or friends in meeting any extra time requirements in training for social work. Starting job opportunities would be particularly good with churches, he thought. The counselor tried to point out some of the possibly negative points in a social worker's duty such as strain from difficult problems you run into, no indication of what is being accomplished, etc. But Kenneth did not appear to think those were important matters. The counselor interpreted the Strong Interest for Kenneth and Kenneth admitted that the results were more or less accurate, but immediately said that he wanted to go into social work. He refused to openly admit that his interests were not as much like persons who are in the social service field as the trades and nonprofessional occupations. He pulled out of his pocket a notebook in which he had recordings of tests of various types of guns that he had made on some of his friends' gun-testing equipment. He said that this was a hobby and nothing more, and that he wanted to be a social worker. The counselor finally frankly pointed out the importance of speech communications in social work. Kenneth did not appear to accept his speech difficulty as a hindrance to him in social work. He stated that he felt that if he took speech at the University in the very beginning, that he would derive a great deal of benefit. The counselor gave him general information about speech requirements; he went back and said again that he wanted to be a social worker. He stated that Dr. Coons whom he used to see over at the hospital and who now has an office of his own knows him better than he knows himself and that Mr. Burns knows him. He suggested that the counselor call Dr. Coons and talk with him.

Kenneth exhibited again some difficulty in stating and expressing his thoughts. The counselor feels that Kenneth could not hold a professional job in which he would be expected to spend a great deal of his time in social communications with others.

Kenneth is going to try to collect some more information on social work and see the counselor next week. The counselor pointed out to him that it is customary in vocational planning to consider a variety of occupations, and suggested that he be open to consideration and

do some thinking, before she sees him again, about other occupations besides social work.

III. *Clinical synthesis of problem.* Kenneth, age 23, who has a mild spastic condition, exhibited particularly in speech and some difficulty in movement with his hands, has gotten the idea that he wants to go into social work in order to help other persons. Not only did he not have a good scholastic record in high school, but also his college aptitude and general ability tests suggest that he does not have sufficiently high capacity intellectually to offset the problems of his disability. At the present time he is not open to consideration of other occupations but, in spite of all obstacles, insists on professional work.

IV. *Diagnosis.* Vocational interest tests, the recency of Kenneth's expressed interest in social work, and his apparent complete refusal to objectively consider his vocational choice suggest that Kenneth's vocational preference has been on an emotional basis. It may well be that his previous difficult time in getting steady employment, plus his scores on the college aptitude test and G.E.D. tests, and the attraction of going to college and professional training, and the need to show that he can do things make it difficult for Kenneth to view a vocational choice objectively.

V. *Counseling techniques and their effectiveness.* At his request, the college aptitude test was interpreted first. The counselor deliberately postponed interpretation of the vocational interest blank until later in the interview in order to have Kenneth view all the angles in relation to social work. The college entrance test and the Wechsler were interpreted in relation to the requirements for graduate work. Considerable information about various requirements in social work and in the training requirements was presented. We went over some pamphlets on social work in the hope that it might give him vocational acquaintance with some aspects of the field. He asked questions primarily in regard to social work. Some reflection of feelings, but relatively few.

7/22/47. The counselor made a telephone report to Mr. Burns of the State Vocational Rehabilitation Department regarding Kenneth immediately after the interview with the client. I thought it was necessary to do this because Kenneth might contact Mr. Burns before seeing the advisor again. I reported that Kenneth apparently does not have the intellectual ability to handle the graduate social work training, and questioned very much if he could be employed in the field because of his disability. I felt that any employer would be very reluctant to have a person who had such a definite speech difficulty and who would not make a good first impression upon a prospective client. Mr. Burns appeared to agree with the counselor, but wondered

if a year of general college would be of value, particularly from the personal adjustment standpoint for Kenneth. He felt that Kenneth would not actually be satisfied until he had found out what college was really like. The counselor agreed that there was value in Mr. Burns's suggestion, although she pointed out that we must be aware that competition with college age students, even socially, could have some harmful effects on Kenneth. She suggested that if he did not go to general college, that arrangements be definitely made for corrective speech help at the Speech Clinic. Vocational rehabilitation, of course, cannot finance training in general college and Kenneth would have to finance his own way. Mr. Burns commented that he apparently was the first person who pointed out obstacles to Kenneth regarding social work training, and said the comments of the counselor are of help to him in confirming to Kenneth that there are very definite obstacles in his consideration of social work training.

7/28/47. Telephone report from Dr. Emil Coons: The counselor called Dr. Coons at Kenneth's suggestion because Kenneth said Dr. Coons knew Kenneth better than he did himself. Dr. Coons stated that he has known Kenneth for about ten years. He stated that when Kenneth was about six or seven years old he was tagged with the label of imbecile, was regarded as such, and everyone treated him as such. In 1938 one of the internes in pediatrics at the hospital referred Kenneth to Dr. Coons and Dr. Coons has continued a rather close contact with Kenneth ever since. The interne felt that Kenneth was of higher intelligence than the general label of imbecile, and therefore referred Kenneth to Dr. Coons' attention. Dr. Coons early put Kenneth on medication as Kenneth's movements were quite exaggerated, and within three months there was definite improvement. Dr. Coons stated that Kenneth's case was both "dramatic and courageous." The boy had had a rough time because of his disability and problem in getting acceptance, but has nevertheless tried to go forward. Kenneth has found that his best way to get social acceptance is through clowning and therefore was in such things as school carnivals, etc. Dr. Coons stated that he has demonstrated great courage in the face of extreme social cruelty. He comes to see Dr. Coons now in periods of discouragement only. A brother who was quite bright and socially accepted was killed in the war. That death was quite a severe emotional blow to Kenneth. It was also a great blow to the mother, who was extremely disturbed by the occurrence. The mother is a nice person but has not been able completely to accept Kenneth. The father is a "good substantial person" who has done a much better job of accepting him. Kenneth's speech is much better when he is not in a tense situation and is well acquainted, but when he is tense there are

considerable grimaces. Dr. Coons is taking a special interest in Kenneth, and when Kenneth came in lately he spoke of social work. Dr. Coons thought there might be a possibility of giving him a chance at it, particularly if there were any opportunities for Kenneth to work with other persons with cerebral palsy. The counselor did tell Dr. Coons her own feelings as to Kenneth's chance of completing training and getting employment in the field. Dr. Coons was absent from the city for a couple of years during the war, but said that Kenneth said that he worked two years as a courier for the State Department during the war. When he left the job the State Department offered to send him to Europe to continue doing the same work. Dr. Coons does not have actual verification of that employment. Dr. Coons is very much interested in somebody or persons taking a special interest in Kenneth and trying to work out vocational possibilities for Kenneth, and Dr. Coons would be willing to help in any way he can.

7/28/47. The counselor called Mr. Burns of the State Vocational Rehabilitation Office and learned that Kenneth had been in to see Mr. Burns immediately after the interview with the counselor on July 22. Kenneth told Mr. Burns that he had decided that he wasn't going into social work.

<i>Scores on G.E.D.</i>	<i>St. Score</i>
Test I.....	46
Test II.....	58
Test III.....	57
Test IV.....	53
Test V.....	58

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Kenneth Eugene Holbein Case Number 35533
 COLLEGE _____
 DATE 7/29/47

Summary:

I. *Client's statement of his problem.* Vocational. The client has given up his idea of social work because of the long course. He is wondering about forestry. After reviewing courses in forestry and printed material about forestry, he said that there were drawbacks, and dropped the idea of forestry. "Now I'm really on the spot." He expressed the desire to go to general college because of concern about educational background.

II. *Clinical data.* Kenneth stated that he had decided against social work because of the long course, and that he had talked to a number of persons who agreed with him about dropping social work. Because he expressed interest in forestry, the counselor followed along by giving him printed material about forestry, and reviewed with him the course requirements and course information in forestry. He rejected forestry, first on the basis that it was on the Farm Campus and that there would be street-car transportation difficulties because it was on that campus. When we reviewed the courses in forestry, he commented, "There seem to be some drawbacks here." He explained the obstacles as being his weakness in mathematics and no chemistry background. Although he did not voice it, the counselor had the feeling that Kenneth was concerned about the technical nature of the courses. Having rejected the idea of forestry, he immediately turned to the question of entering general college. He first indicated that he wanted to go to general college to improve his educational background so that he might be admitted to some of the other colleges' training programs. The counselor went over the general college bulletin with him, explained the purpose of general college, and pointed out the state vocational rehabilitation limitations on providing training in general college. He then indicated that his interest in general college was primarily one of getting a better educational background, and furthering his chances of getting a job by the better educational training. He admitted that his interest in going to general college was based on his inability to get a job, and that his interest in college training was recent. The counselor asked him point blank if he would take a job if there were some indication of permanency, instead of going to school. Kenneth stated directly that he would accept a job instead of going to school if he had some feeling that the job was going to last. The counselor pointed out that if he was interested in further educational background, there were possibilities of evening courses to improve his education. She asked him to repeat his work experience to date and he stated that most of his work was labor. He listed the following jobs: 1943, messenger for seven or eight months, "general labor or something like that"; 1944, oiler helper—oiling machinery, maintenance work for one year; August, 1945, "truck man." Since that time he has held occasional short-term jobs in construction labor. The counselor asked whether he had ever worked outside of the twin cities, and Kenneth said no. He said that he had been offered a job as a messenger for the Army Service Forces in Washington, D.C., that he was all set to go and had his railroad ticket, but that his parents refused to let him go. He said that he had assurance from the Civil Service Commission that the position would eventually turn out to be

permanent. The counselor asked him if he liked messenger work and he said that he thought it was all right. She asked him if he thought he would like some sort of job in a shipping and receiving division, and he said that he applied for such a job at one time but was told that he would be ineligible because he did not have a high school education. The counselor pointed out that now he could meet that high school graduation requirement.

The counselor went over the detailed physical capacity chart with Kenneth, and he said that he had no limitations in physical activities involving his legs. He admitted limitations only in fingering, hearing, and vision. He said that he has a hearing loss in both ears but does not know the extent. He said that it doesn't particularly bother him and the main thing he notices is that he has to sit towards the front in any public meeting room. He said he was a little nearsighted in the right eye, and that he could not "coordinate" his eyes when he tried to move them from side to side. If he wants to look at something to the side of him he must move his head. He hesitated over the factors of cramped quarters and of high places, and then said maybe they were all right. He then admitted that he did have some question as to whether he could work under such a situation.

Kenneth said that he thought the immediate thing for him to do was to get together with Mr. Burns of the State Vocational Rehabilitation Department and talk further about vocational and educational plans. The counselor asked him if he would like to come back again and see her, and Kenneth said he would. An appointment was made for another date.

Kenneth commented that he was really on the spot and didn't know what to do and the counselor reassured him by telling him that she thought he was taking a good approach to his vocational problem by getting vocational information and talking through the occupations.

III. *Clinical synthesis of problem.* This interview was primarily one of information about specific types of courses at the University in order to help Kenneth see what the training courses consisted of. On the basis of the information at hand, Kenneth himself rejected his second vocational choice of forestry. Possibility of employment rather than college training was also considered. Kenneth admitted that his concern was his educational background and was primarily one because of a previous inability to get a job, and that he would accept a job rather than going on to college if one could be found that would offer permanency.

IV. *Diagnosis.* Kenneth's interest in going to college is primarily one of trying to find a way to improve his chances of getting a job. Kenneth is aware of his physical limitations but does not want to ad-

mit them in the hope that he can barge his way ahead and get a chance at a job or schooling. Earlier insistence on going into social work, then his idea that he wanted to go into forestry, have probably been based on his belief that his chances of getting somewhere are better if he acts as if there are no problems in the way.

V. *Counseling techniques and their effectiveness.* The two main techniques used were information giving and questioning. Kenneth is not inclined to offer information, or to elaborate his feelings or thinking. Nondirective techniques are therefore not effective with Kenneth. In the previous interview the counselor gave Kenneth a great deal of information about social work requirements, and although he left the interview still thinking and still saying he wanted to be a social worker, he told the State Vocational Rehabilitation Counselor very shortly afterwards that same day that he had decided against social work. When he wanted forestry today, the counselor used the same technique of providing him with printed information about forestry, reviewing the College of Forestry courses with him, or rather letting him read through the courses, and the counselor gave him verbal information about the various types of jobs, etc. The client himself came to the conclusion through his reading that forestry probably was not the thing for him. The same general approach was used regarding general college. The techniques of information giving and bibliotherapy seemed to be the best techniques for helping Kenneth to think through his vocational interest to decide the particular type of course he should go into. Questioning also seemed to be necessary with Kenneth, because he does not volunteer information and discards possibilities of limitation by saying he can do it. Use of the physical capacity chart revealed this time physical limitations that Kenneth, in the previous interview, would not admit.

VI. *Prognosis.* Kenneth is showing progress in his approach to occupations. If a suitable job could be found for Kenneth, he stated that he would take such employment. The counselor is not sure at this time that going to general college is advisable. Going to general college would be primarily a morale factor and there may be certain difficulties, including social difficulties, that would arise that might offset possible morale factors. His thoughts of college are recent and seem to be based on previous difficulties in getting a job; it would appear that employment would be a more satisfactory solution for Kenneth.

VII. *Follow-up.* The counselor will contact the State Department Rehabilitation counselor again to see what developed in his interview with Kenneth; also probably contact the rehabilitation division for information and will see Kenneth again next week.

7/29/47. Telephone call to the Child Study Division of the Board of Education: The only record the Child Study Division has of this case is that he was given a revised Stanford-Binet Intelligence test on October 26, 1937. His chronological age was given as 13 years 1 month, his mental age 11 years 10 months, and his IQ 90. He apparently was referred only for the intelligence test. He was at that time attending the Rundquist school.

8/47. Mr. Burns told the counselor on her inquiry that Kenneth is trying to get a job with the State Forestry Division on a lower level. Burns has talked with the personnel office. The examination is to come up soon.

8/47. Kenneth called to say he wouldn't be keeping the appointment, because he won't be going to school. He said he is working on getting a job with the State Forestry Division.

9/28/47. Kenneth called the counselor today to get information for a veteran friend of his who had only one year of high school—how to get high school G.E.D. tests and information regarding college admission.

Alice Christian

CASE 4

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

	Case Number	<u>63125</u>
	Date	<u>2/20/48</u>
Name <u>George Jones</u>	Interviewer	<u>D. F. Nicholas</u>
I. Client's statement of his problem.	IV. Diagnosis.	
II. Clinical data.	V. Counseling techniques and their effectiveness.	
A. From interview.	VI. Prognoses.	
B. From other sources.	VII. Follow-up.	
III. Clinical synthesis of problem.		

Mr. Apostolakos of the Junior College Counseling Office telephoned me on February 18, requesting that I see this boy to see whether or not we could determine the cause of his difficulty in taking examinations. He described the case to me briefly and while my immediate reaction was that it was not a problem involving reading or even necessarily study skills, I said that I would see him.

I. *Client's statement of his problem.* "I have a tendency to 'blow' in any kind of a test. I just blank out for as much as ten or fifteen minutes at a time, so I never finish the test and I never do as well as I really should. I am really not performing up to the level of my ability, but then I never have."

II. *Clinical data.* George is now working towards the vocational objective of sales. He is somewhat worried about the possibility of a recession coming just at the end of his schooling so that it will be difficult for him to obtain a position at that time. Because of this concern he has wondered at times whether it would not be better for him to take a job now and get into a company so that if a recession comes he will be established rather than just starting in. A little of this concern is due to the fact that he graduated from high school in

1936, during the previous depression and had some difficulty getting the kind of job he wanted. He worked in a bank for five years before the war but did not like it at all. Before this country entered the war he enlisted in the Air Force. His work with them was the one job experience that he has thoroughly enjoyed to date. Near the end of the war he had an opportunity to take a position with American Airlines, but before he could accept this he was accepted by the U.S. Army Air Force so he had to pass up this opportunity. By the time he got out of the air corps he was beyond the age limit at which American takes on new pilots. However, this does not distress him too much as he feels that he would prefer to keep his flying, which he enjoys greatly, as an avocation rather than making it a life's work. He is a member of the reserve and can fly any time that he wishes. It is especially easy for him since his home is just about a ten-minute ride from the airport.

He feels that he is not working up to his ability in S.L.A. He says that he never has. His grade school and high school teachers always said that he never worked up to his capacity. He himself said that he did not get as good marks as the other members of the crowd that he ran around with during high school days. He felt that possibly it was because he was not very much interested in what he was doing. He does not feel that this factor is operating in his present situation. He reports that he likes to read and that he can read very rapidly, that he has an excellent place to study, that he is interested in all his studies, likes them all and has a great desire to attend college. For this reason he is at a loss to account for his relatively low achievement. He said that the amount of time he is putting in is not producing the results that it should. Last quarter he obtained a D in economics 6 and a D in psychology 1. This quarter he has had three mid-quarter examinations and has "blown up" on all of them. His mind just went blank for long periods of time in all of the exams in mid-quarters. Because he is now at the point where he must apply for entrance into the Senior College, he is somewhat concerned at his low grades. He says he puts in "an awful lot of time," and that he would quit if it weren't for Miss Powers and Mr. Apostolakos. I questioned him about what happened in his psychology course. He said that Dr. Smith, although he was a very good lecturer, had been very difficult for him to listen to. He found Smith's accent quite unpleasant. This he attributes in part to the fact that in his work with the Air Force he had been working with very low-class boys and that he might have formed a prejudice against accents at that time. This prejudice is sufficiently strong to have interfered with the amount of material he learned in the lectures. He said, "It's very silly I know, but I blame my difficulty on that." He

is extremely interested in psychology, saying that his mother is an ex-teacher who knows a great deal about psychology and that he was "really raised on psychology." As an example of his interest in the subject, he mentioned that one Sunday recently he had been studying the section on feeble-mindedness and had become so interested in it that he had spent the entire day studying nothing else, so that he had not completed assignments in courses which he should have completed. He feels that another factor in his poor test performance is the fact that he cannot work under pressure, at least he said that he does not like to work under pressure and does not do his best work under such conditions. Then he said, "Maybe I'm just lazy, but if I'm lazy, I'm certainly working awfully hard at it." In an effort to see whether his study habits were satisfactory or not, he bought the pamphlet by Dr. Wrenn on "How to Study." He followed many of the suggestions in that pamphlet even to the point of keeping a time schedule. He felt that most of the things he was doing agreed with the suggestions made in this pamphlet. Another point he made was that he liked people, likes to talk to people, likes to meet new people and that he also liked to be his own boss as far as his time is concerned. For example, he had a job as a registration officer with the Veterans Administration at the Lake Street office after the war, but he found that eight hours at a desk was too much for him, so he quit that job to go back to college. He said that he likes to be free to do things when he wants to do them; that's why he thinks that he would like sales and traveling, because if he felt like driving all night he could, or if he felt like calling a customer after hours he wouldn't have to stop work just because it was 4:30.

I asked him to describe to me the routine he is following at the present time. He said that he goes home and has lunch about 1:00 and reads the morning paper. Then about 3:00 he begins to study and studies continually until 5:45. After dinner and reading the evening paper, he studies from about 8:00 to 10:00 or 11:00. If something is due the following day he finds he is able to work under pressure until quite late; in fact, at one time he worked on a paper until 4:00 in the morning and was able to do a very creditable job on it. At this point he said, "I've always thought that I couldn't work under pressure but I did then; maybe that isn't it at all." I suggested that he try staying on campus the entire day and doing all of his studying in the daytime hours so that he would have his evenings free to do the kinds of things he enjoys, such as keeping up his social contacts and reading. He felt that this might be a very happy solution to part of his problem. He agreed to try this for at least the following week and to come back on next Friday to report progress. At that time we will investigate specific study problems.

D.S. Form 213-1-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. 63125Name George JonesCollege S.L.A.Class _____ Sex Male Age _____

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
1/36	H.S. Scholarship		28	
	A.C.E. (1937) TOTAL			1938 Univ. Fr.
	Completion			1937 SLA GC Fr.
	Arithmetic			"
	Artificial Language			"
	Analogies			"
	Opposites			"
2/48	Ohio Psych (18) TOTAL	93	71	SCB Fr. (39)
	Opposites	23	76	
	Analogies	29	55	
	Reading Comp.	37	76	
	Miller Analogies ()			
6/47	Coop. Eng. (1938-OM) TOTAL	142	21	1938 SLA GC Fr.
	Usage	16		
	Spelling	18		
	Vocabulary	63		
	G.E.D.			
	1. Eng. Expression	59 S.S.		Type I Inst.
	2. Social Studies	64 S.S.		"
	3. Natural Science	61 S.S.		"
	4. Literary Materials	52 S.S.		"
	Coop. Reading Comp. TOTAL			
	Vocabulary			
	Speed			
	Level			

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
4/48	Coop. Culture (U)			
	C.S.P.	41	35	SLA Soph.
	H. & S.S.	45	63	
	Lit.	24	15	
	Sci.	33	75	
	F.A.	35	56	
	Math.	16	28	
	Minn.Clerical Apt. Numbers			Gen. Pop-()-Cler. Wrk.
	Names			" "
	Minn. Personality Inv.			U. of M. Fr.
	1. Morale			
	2. Social Adj.			
	3. Family			
	4. Emotion			
	5. Econ. Cons.			
11/35	C.A.R.		48.5	
11/35	C.A.T.	56	69	
11/35	Coop. Eng. 1935 total	97	38	
	usage	72	43	
	spell.	25	29	
3/48	Wechsler total	127	122	
	verb.	61	117	
	perf.	66	126	

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY PROFILE

NAME George Jones College S.L.A. Class Sex Male Age
SCB Case No. 63125

DATE	NAME OF TEST	R.S.	PER- CENTILE	NORM GROUP	10	20	30	40	50	60	70	80	90
3/48	Nelson-Denny Total	415	85										
	Voc.	51	65										
	Par. Comp.	64	98										
3/48	Allport-Vernon T	28	50										
	S	38.5	90										
	A	17	40										
	S	29	50										
	P	36.5	85										
	R	31	60										

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME George Jones Case Number 63125
COLLEGE _____
DATE 2/27/48

Summary:

George was in much better spirits during this interview than he had been the previous week. He opened the interview by saying, "Well, I've made up my mind to stay on the campus and study. I get a great deal more done that way than I do if I study at home. I never realized before how many interruptions there were at home. There were things like telephone calls, running errands for my mother, just talking about things that had happened; oh, lots of little things that happened at home to interfere with my studies. I just didn't realize how much time was taken up with those little odds and ends. I guess I really haven't been spending as much time studying as I thought I had. My staying on the campus all day has been a little bit rough on mother. She didn't realize either how much she was interfering with the amount of work I was getting done. Of course I am still not concentrating as completely as I should. I have a peculiar fascination for planning things. I get an idea of something while I'm studying. I want to do it so I start to plan and my mind gets off the subject. But it's much easier for me to get back on the subject if I am studying on the campus than at home. For example, I can get completely wrapped up in psychology, I can just lose myself in it, and I see now that I've been spending a lot of time on side-tracks when I should have been holding to the main problem of getting my studying done."

In a previous interview I had suggested to him that his blocking and going blank during an examination might be a form of running away from a problem which he did not feel able to solve. He went back to this idea in terms of its effect on his studying as well as in taking an examination, and said that he felt many pressures on him to succeed. For one thing, his age. He feels that he reached the finish rather soon. Then, too, his family makes things very easy for him and he feels that pressure from them, indirect though it may be. Because they are so good to him and make things so easy for him, he has the responsibility to produce and really make a success of his college life. He went on to discuss some of the feelings that this situa-

tion produces in him. He said, "I have a fear that I can't produce. I have a fear too that I can't live up to the expectations of my family, but still I have a lot of confidence in myself. I just can't bring myself to admit that these things are throwing me. This has probably been building up over a long period of time. I have a poor background to bring to my courses. I never was a very good student in school, you know." Then he went on to say that he had originally planned to take two years of college work, and that in spite of his poor showing so far, he feels that he has gotten what he wants out of college. Another pressure for him to succeed was mentioned when he talked about a close friend of his who had wanted to remain in the armed services because he was afraid that when he got out he would not be able to achieve as high a position in civilian life as he had been able to achieve in the army. George felt responsible for getting this man out of the service and back into civilian life since he had talked over with him how much more desirable it would be to really make a try in civilian life before he gave up entirely. The man now has a fairly good job and is moving along rather well, while George is still in school and has no immediate prospects of getting started on the job. This is just another phase of his feeling of pressure concerning his age and the fact that others of his friends who are his age are already established in business. Then he said, "I've always had the feeling that if I could just find the thing I'm interested in, I could excel." We talked over this matter of the pressures that he feels which may be in a way interfering with his college success, since he does admit having a great fear of not being able to achieve. He says that he gets knots in his stomach, a bad taste in his mouth when he is in a situation which produces tenseness. He has gone to several doctors trying to find the cause of the bad taste in his mouth but they have been unable to discover any physiological basis for it. He said he just has "a jumpy stomach." His father, too, has the same thing, although his father does not show any of the tension that George is showing. In connection with his father's "jumpy stomach," he said that he thought possibly he had inherited this from his father. I suggested that it was more likely that the same pressures which were causing his discomfort might also be operating to influence his father. He said that he could think of nothing in their environment which might be acting on both of them. From this he went back to a discussion of the fact that many of his friends are already established and have homes and families while he is still far from being ready to start out on his own. In connection with home and family I casually mentioned, "You've never said anything about your emotional habits. How are they?" His response was complete withdrawal. He said, "Well, they are not good."

Then he abruptly changed the subject and said, "To come back to my situation here, fear of failure is the big problem that meets me. What do I do about it? I suppose it's possible that my ambition is considerably higher than my energy—whether it's energy or intelligence, I don't know." He seemed considerably concerned about whether or not he really did have the ability to do college work and wondered whether or not there was any way of finding out for sure. He thought possibly he was a little afraid to find out just how he did stand, but this fear of finding out whether or not he could do the thing was one of his causes for the fear and withdrawal in a test situation. I recommended that he take the Wechsler-Bellevue Adult Intelligence Scale, a reading test, a study habits inventory and the Allport-Vernon Study of Values, as well as the Strong Interest Test for Men.

George raised the question of just how you do go about studying an assignment "so that you are sure that you are getting it, so that you are doing it efficiently." I showed him in some detail one technique for approaching his textbook assignment, and he left with the understanding that prior to our appointment the following week, he would take the tests we had suggested and would attempt to put into practice some of the suggestions given him regarding how to study his textbook assignment.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME George Jones Case Number 63125
COLLEGE S.L.A.
DATE 3/5/48

Summary:

George opened this interview with a very optimistic statement, "Well, I have a feeling that things are going to 'come.' I have to get through this quarter first but I really feel as if I'm on the right track now. You know, maybe I think I apply my knowledge of psychology more than I really do." He continued to describe his experiences in attempting to put into practice the techniques of studying which we had discussed the previous week. He said that while it took him a little longer, he was convinced that he was getting a great deal more from his reading. He said that he was beginning to think that much of the time he thought he had been reading previously, he really hadn't been reading. His eyes had merely been going down the page

while he himself had been "somewhere else," thinking about other things entirely. This new technique seemed to help him keep his mind on what he was doing.

He spent much of the rest of the interview hour describing a new idea, a good idea that he had had. There is no sales sequence on campus. The sales club now is very weak and he is working out some sort of an arrangement so that the sales club will be strengthened. He would like to see a representative of the sales field on the placement committee. He would like to have an up-and-coming sales club with sales representatives from industries speaking to them. He himself plans to attend the sales club meeting so that he can meet people in the field and talk to individuals in various fields to find out what is involved in sales, for example sales with heavy machinery as contrasted with sales in the garment industry, or textiles. He has been thinking up slogans, posters, etc., to attract all those interested in sales and has arranged an appointment with the head of his department to talk over the possibility of really pushing the sales club on the campus and giving people interested in sales a greater opportunity to get together.

In order to get back to the problem at hand, I asked the question, "What are you doing about your studying now?" He answered that he is staying on campus and that it worked very well. He gets a great deal more work done. Then he repeated that it certainly hits his mother. She was the interruption at home and it was a little hard at first for her to admit it, but she's all for it now and likes the idea of his staying here and getting his work done. He said that he had tended to cram before exams, spending the last two or three hours before the exam going through the material and trying to get it all straightened out. And, as he said, "It all came out like alphabet soup." Hereafter he plans to get to the examination room on time but not to cram before going to the examination. He feels this will put him in a more relaxed frame of mind. He is already planning his review, preparatory to facing his finals this quarter.

Some of the time during this interview was devoted to discussing the tests he had taken. As far as the Wechsler was concerned, he was not particularly interested in the outcome, other than to say, "Well, did I do all right?" I answered, "Yes, you did very well." He did not push the matter further but seemed to accept the fact that his previous opinion of himself had thereby been verified and that he did have the ability to do the work he was attempting. We mentioned the Wrenn Study Habits Inventory only briefly. He was interested to see that much of his difficulty lies in the areas of reading, note taking, and concentration. He was quite aware of this but was interested that the tests verified his previous opinion of one of

his problems. He did very well on the Nelson-Denny Reading Test. When he saw the results of this test he said, "Oh my, and here I was going to blame all my trouble on reading. Now I guess I'll have to look for some other reason." He was very much interested in the Allport-Vernon. I described briefly the general significance of the various scales. When I came to the description of the economic and political scales he responded that those two scales really fit him pretty well. This was interesting in view of the fact that he was significantly high on both of these. He mentioned the fact that he had some conflict in terms of a rather strong religious drive which at times interfered with the things that he wanted to do in terms of economic or political situations. While the religious scale was not significantly high, it was the third highest response made on the Allport-Vernon. He felt that the Allport-Vernon really described him very well and he was somewhat surprised that the conflict between his religious values and his economic and power drive should have been picked up by it. He had scarcely realized these conflicts himself but admitted them freely when he was discussing the tests. Since his Strong Vocational Interest Blank had not been returned at the time of this interview, another appointment was made for the following week, at which time we would continue our discussion of his test results.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME George Jones Case Number 63125
COLLEGE S.L.A.
DATE 3/10/48

Summary:

This interview was devoted primarily to a discussion of the results of the Strong Vocational Interest Test. A strong primary pattern in sales was evident. George questioned the meaning of the occupational level score and the masculinity-femininity score. There is a considerable discrepancy between these two on the test, the former being 57 and the latter 37. He interpreted these different scores as a further indication of a previously recognized conflict in which he has many drives toward power and executive responsibility but at the same time finds it difficult to be as "hard boiled" as an executive must be. He gave as an example his experience in selling life insurance. He had a good job, was given a satisfactory period of training,

and on his first visit to a client discovered that the amount of money necessary for the premium would be exactly the amount of money needed for their milk bill. This so disturbed him that he was very much distressed and finally decided he could not continue in insurance selling. He said it was all he could do to keep from turning back his commission on this case. In concluding this interview, George said that he would have to work out some sort of solution to this conflict between his religious and economic values. He thought possibly one solution would be to set up two standards—one for his business life and one for his personal life. I suggested that such a setup might not be as satisfactory a solution as making an attempt to resolve the problem in a more constructive fashion. He agreed that something better than a split might be desirable and said that that would be something he would have to think through while he is in college as it could not be settled all at once. I agreed with this.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME George Jones Case Number 63125
COLLEGE S.L.A.
DATE 3/16/48

Summary:

George came in without an appointment to tell me that he really felt he had the answer to his problem now. He said he felt that the chief thing which had hindered him before was simply that he had not prepared properly for the exams. He had gotten through his psychology final with no difficulty whatsoever, feeling very comfortable and secure in the test situation. This was primarily due, he felt, to the fact that he had prepared carefully and systematically for it. However, he had still had considerable difficulty with the economic exam because he had not prepared properly and did not know the material nearly as well as he should have. I personally felt that this was a considerable step forward from the first interview, in which he had been unable to determine any reason whatsoever for the inability to succeed in a test situation. His approach now is a much more positive one. He borrowed a book on how to study, saying that he wanted to get some of the ideas from it during vacation so that he would be ready to start the next quarter.

May 26, 1948

Miss Mabel Powers
151 Physics Building
Main Campus

Dear Miss Powers:

The enclosed profile will summarize for you the test data available on George Jones. It is interesting to note the relatively high aptitude for college work, as indicated by the Ohio and the Wechsler compared with the somewhat low achievement to date. During a series of interviews with George during which time we endeavoured to uncover the possible reason for this, one factor seemed to stand out rather clearly. He had always felt that he was studying very hard, and doing all the work that he should do in order to achieve at the college level. However, exploration of just what he was doing brought out the fact that he was not in reality spending a very large amount of time on his study. He was studying at home with consequent frequent interruptions from the family. Also, he was attempting to master his material with one very careful reading. Obviously, this did not sufficiently prepare him for his examinations, and he had a great deal of difficulty in taking such exams. I have not seen George at all this quarter, but at the close of the winter quarter he stopped in to tell me that he felt much more secure in taking examinations after he had prepared for them properly, and at that time he anticipated a very successful quarter.

It was my impression during the interview that there might be some rather important underlying factors involved in this case, particularly in the relationship with this family. However, he resisted all efforts to probe into this area, saying constantly that the adjustment there was quite perfect, so I decided not to try to disturb an area in which he obviously did not wish to work. On the surface it would seem that this man should be able to succeed in Senior College. Certainly he has a high degree of motivation, and an excellent personality for sales work. The Strong Vocational Interest Inventory verifies very clearly his choice of sales as a vocation.

If there is any other information that you need, please let me know and I shall make every effort to get it for you.

Cordially yours,

Dorothy Nicholas
Educational Skills Clinic

CASE 5

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number 21699

Date 9/23/43

Name Frank Keen Interviewer Ruth Johnston

- | | |
|---------------------------------------|---|
| I. Client's statement of his problem. | IV. Diagnosis. |
| II. Clinical data. | V. Counseling techniques and their effectiveness. |
| A. From interview. | VI. Prognoses. |
| B. From other sources. | VII. Follow-up. |
| III. Clinical synthesis of problem. | |

I. *Client's statement of his problem.* Since this boy expects to go into journalism and because he was advised not to take freshman English until after a year's experience here at the University, he came in to see what courses he should take.

II. *Clinical data.*

General Ability: Low.

Achievement: Very poor background in English mechanics. His vocabulary appears adequate but both usage and spelling are extremely low. He says he is very poor in mathematics and that English has always been his best subject.

Personality: Appears immature.

Vocational Interests: Expressed interest in journalism.

IV. *Diagnosis.* Possible lack of ability for selected course.

V. *Counseling techniques and their effectiveness.* The counseling consisted in interpretation of test results and suggesting that he go to General College. I suggested the course that he might take there which would help him out with journalism. He believes he wants to stay in the Arts College, and I suggested he ask one of the men in the Arts College about the possibility of taking subfreshman English and then taking English 4 winter quarter.

Since he has a weakness in the sciences, he thinks he better confine his first quarter to a language and some of the social sciences. He thinks he will probably be remaining in school only about two quarters and then the draft will get him.

He will be seeing Mr. Jones this afternoon and is still undecided between continuing in the Arts College or going into General College.

VI. *Prognosis.* Poor.

VII. *Follow-up.* He will be returning later to take the Strong Interest Test, the Ohio Psychological, fill out the individual record form, and will keep in close touch with me, giving reports of how he is getting along or reports of any difficulties that he might be having.

September 24, 1943

Dean Royal R. Shumway
219 Administration Building
Main Campus

Dear Dean Shumway:

Frank Keen graduated in the lower one-third of his class at Huron Lake High School, and on objective measures of scholastic ability places about average for University freshmen. He has a very weak background in English mechanics.

We have no objective measures of vocational interests, but his expressed interests are in journalism and related areas.

He has been advised to postpone his freshman English for another year. This will be a handicap to him in going into journalism.

Yours very sincerely,

Ruth V. Johnston
Counselor

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Frank Keen Case Number 21699
COLLEGE _____
DATE 8/6/48

Summary:

I. *Client's statement of his problem.* The client was referred verbally to us by his advisor in journalism. He has been in school seven quarters, lacks honor points for junior standing, got D's in composition courses spring quarter, and was advised by Mr. Hahn that he should not major in journalism.

No clear-cut statement of the client's problem could be elicited, but he is under the G.I. Bill and some line of action seems indicated.

II. *Clinical data.* The client was at the Bureau in March of this year to take some tests. He was pressed for time since it was exam week, so he took only the Kuder and the Strong and today is the first time he had been in to learn how the tests came out. This is a good instance of his general irresponsibility.

His claimed and measured interests are so intertwined with his personality and emotional deviate tendencies that it is rather difficult to assess and interpret the interest tests and to know what validity to attach to them.

His general ability may be better than ACE suggests. He says he took VA guidance tests at Marshall and did 66 per cent on the Ohio.

An emotional disturbance is quite apparent. He finds it difficult to verbalize but does not seem especially reluctant to verbalize. Sometimes he does not finish what he starts to say or seems not to know how to finish it. Several times he seemed confused and mixed up as to what tests he had taken and where. He called the VA Guidance Battery G.E.D. tests. Spasmodically his insight is good, but his ideas and conversation are hard to follow. He has a slight tremble when he tries to talk and other nervous traits.

His father is a tinsmith and occasionally does contracting for himself. Frank is an only child. This summer he is doing work for his father—rather likes it. He admitted that that sort of thing helped clear his mind.

He says he has probably never learned responsibility. He says his mother is overanxious, maybe overprotective formerly. But then he decided things were really his own fault, not his mother's. He decided probably she felt that he didn't measure up to her pride, that he was a disappointment.

In high school he was interested in architecture but decided mathematics and science came too hard for him. He has some drawing and artistic ability. He likes to draw house plans which he says is "probably silly." He knows he daydreams, but "it isn't exactly daydreaming either."

In the service he was an AAF gunner for two years. He saw combat but nothing harrowing. He liked the service. Probably army life was security and regularity to him.

He says his interest in writing developed when he reentered the University after the service. He admits being weak in usage and spelling and would make a poor proofreader, but he won't discipline himself to master routine fundamentals. "Isn't the idea the important thing?" Ten years from now he'd like best being a writer—

creative fiction and short story writing. "Maybe I'd have to make my living in something else." He can't see advertising—it's too commercial. He goes for intellectual, high-brow literature.

He makes good mid-term grades, then his interest dies out and his grades fall down. He studies when and what he feels like. He finds it hard to concentrate and study any great length of time usually. Last year he lived in the stadium and would sit up all night in card games. He likes to "make all the spots" on week ends. He is a little nervous with strangers but gets along well once acquainted.

He says he isn't much interested in graduating. College life is easy and he's not ambitious in a practical way.

He liked composition and humanities courses best. He has never talked to anyone of his interest in creative writing. Journalism would simply be a way to make a living. If he had to be a reporter, he guesses he'd choose film and drama work.

IV. *Diagnosis.* Probably Pd and Sc on MMPI. Very irresponsible, free lancer.

V. *Counseling techniques and their effectiveness.* Largely listening, encouraging him to talk, reflecting.

VI. *Follow-up.* Referred to Mental Hygiene Clinic.

D.S. Form 208

(Revised 1945)

Date 8 19 48

STUDENT COUNSELING BUREAU

University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the

development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential.*

Name Keen Frank Sex M
Last First Middle

Present Address Stadium Phone _____

Home Address Huron Lake, Minnesota

Age 22 Date of Birth Feb. 10, 1926

Place of Birth Huron Lake Religious Preference _____

Marital Status: Single ☒ Married _____ Divorced _____
Widowed _____ Separated _____

Father Living Yes ☒ Mother Living Yes ☒
No _____ No _____

Check any of the following which are applicable:

Parents still married _____ Parents divorced _____

Parents separated _____ Father re-married _____

Mother re-married _____

If Father not living,

Name and Relationship of Guardian _____

Father's Name Keen William Father's Age 60
Last First

Father's Home Address _____ Mother's Age 58

Father's business or occupation: Name of firm or employer Tinsmith

Father's title, position or nature of work Works for himself

Mother's Occupation Before Marriage Teacher, Nurse

Mother's Present Occupation Housewife

Father's Birthplace Minnesota

Mother's Birthplace Chicago, Illinois

Father's Education Grammar school

Mother's Education 2 years teachers college

Brothers' and Sisters'

Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
1. _____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____

Name of preparatory or high school Huron LakeDate of Graduation June 1943

Type of course taken Academic Size of high school
senior class 15

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.)

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
<u>University of Minnesota</u>	<u>Sept.-Mar. 1943-44</u>	<u>Journalism</u>
<u>University of Minnesota</u>	<u>Sept. 46-Mar. 48</u>	<u>Journalism</u>

If not already attending the University of Minnesota, when do you expect to enter? _____

You will find listed below several kinds of leisure time activities. Draw a circle around each of the activities in which you engage frequently. Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I. *Individual Activities—either organized or unorganized.*

A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc. _____

B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.

(specify) _____

C. Reading, theatre, concerts, art museums, lecture, dance recitals

II. *Group Activities—either organized or unorganized.*

D. (all team sports—such as): Football, baseball, basketball, volleyball, hockey.

E. Dancing, "dates," bridge, poker, picnics. *Play hearts*

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc.

G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc.

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc.

What extra-curricular activities do you expect to participate in at the U. of M.? (As fraternity, basketball, etc.) *None*

What types of books or articles interest you? (Fiction, biography, scientific, etc.) *Most good books—mostly fiction.*

What magazines do you read most frequently? *Atlantic Monthly, Harper's, New Yorker, Life*

Answer the following questions *only* if you have attended or are attending a University.

What is (or was) your major? *Journalism* What year are you in? *2nd*

How many hours of study do you put in during the week (on the average)? *14*

Are you engaged in any outside work while attending the University? *Yes*

If so, what is the nature of this work? *waiting on tables*

How much time does it take each week? *18 hours*

Who is your employer? *fraternity*

TO BE ANSWERED BY EVERY STUDENT

(did you decide)

Why (are you deciding) to come to college (check as many as necessary or explain below:

- | | |
|---|---|
| <input type="checkbox"/> To get a liberal education | <input type="checkbox"/> To please parents or friends, family tradition |
| <input checked="" type="checkbox"/> To prepare for a vocation | <input type="checkbox"/> To learn more of certain subjects |
| <input type="checkbox"/> For the prestige of a college degree | <input type="checkbox"/> It was the "thing to do" |
| <input type="checkbox"/> To be with old school friends | <input type="checkbox"/> Foregone conclusion, I never questioned why |
| <input type="checkbox"/> To make friends and helpful connections | <input type="checkbox"/> Will enable me to make more money |
| <input type="checkbox"/> For social enjoyment, "college life" | <input type="checkbox"/> To get a general education |
| <input type="checkbox"/> Without a college degree (or training) there is less chance of getting a job | |

Explanation _____

What other type of training have you considered besides a University education? _____

How does your family feel about college work? (Check one)

- ☐ Doesn't care what you do
- ☐ Opposed to your going to college
- ☒ Wants you to go to college.
- Comments _____
- _____
- _____

Plans for your financial support in college: (Check one)

- ☐ Entirely supported by family
- ☐ Part-time work will be necessary (about how many hours a week?) _____
- ☐ Total self-support will be necessary (about how many hours a week?) _____
- ☐ G.I. Bill
- ☐ Vets Rehab. Training
- ☐ State Aid
- ☐ Scholarship
- ☐ Other

List in chronological order all your civilian work or employment experiences to date (including part-time or summer jobs):

<i>Firm</i>	<i>From</i> (give year & month)	<i>To</i>	<i>Nature of Work</i>	<i>Salary</i> (per month)
<i>Red Earth Canning Co.</i>	<i>Summer 1942</i>		<i>manual labor</i>	<i>\$150</i>
<i>Mines Experi- mental Station</i>	<i>Fall 1943</i>		<i>manual labor</i>	<i>\$60</i>
<i>Father</i>	<i>Summers 46, 47, 48</i>		<i>tinsmith</i>	<i>\$240</i>
<i>Theta Chi House</i>	<i>Fall, winter 47, 48</i>		<i>washed dishes</i>	<i>\$75</i>

Which of these jobs did you like best? tinsmith work

Why? Lived at home, good meals.

List, in order of preference, five occupations in which you would like to earn your living. Do not consider your abilities or job opportunities in making this list. Just consider whether or not you would be happy in the work.

REASONS FOR INTEREST IN THESE	
OCCUPATION	OCCUPATIONS
1. <u>Writing</u>	<u>Desire to create</u>
2. <u>Architect</u>	<u>Desire to create</u>
3. <u>Cartoonist</u>	<u>Believe I have sense of humor</u>
4. <u>Producer</u>	<u>Think better things can be produced</u>
5. <u>Contractor</u>	<u>Like to see new buildings going up</u>

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? Trying to write

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

- _____ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.
- _____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.

- 2 Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.
- 3 Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.
- Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.
- 1 Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.
- Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? Journalism

What other possibilities have you considered? Architecture

When did you make your present choice? (give the year) 1943 and 1946

Why did you make this choice: (check reason or reasons)

- | | |
|---|---|
| <u> </u> Family suggestion or tradition | <u> </u> A long personal interest in the work |
| <u> </u> Friend's or teacher's advice | <u> </u> It is most profitable financially |
| <u> </u> The vocation of someone you admire or respect | <u> </u> It is best suited to my abilities |
| <u> </u> Suggested by study in school | <u> </u> Chosen as being most interesting intellectually |
| <u> </u> Suggested by study in college | <u> </u> ^x Choice made on my own responsibility |

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain and satisfied Uncertain Very questionable ^x

How much information have you about the requirements of the vocation you are choosing? None Some Extensive ^x

What vocation do (or did) your parents want you to follow?
Open-minded.

Why? Left choice to me.

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

Thought it would be job enabling me to wear white collar but still not be pinned down to one office or one locality. Thought it would be easy way to make a living.

Have you any physical disabilities? (describe) None

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough <u>x</u>	<u>7</u>	Hearing defects	
Mumps <u>x</u>	<u>6</u>	(specify) _____	
Measles <u>x</u>	<u>5</u>	Typhoid fever _____	
German measles _____		Smallpox _____	
Chicken pox _____		Diabetes _____	
Encephalitis _____		Stuttering _____	
(sleeping sickness)		Stammering _____	
Epilepsy _____		Other speech defects _____	
Infantile paralysis _____		Hernia _____	
Any other kind of		Other physical de-	
paralysis _____		fects _____	
Tuberculosis _____		Fainting spells _____	
Pneumonia _____		Convulsion or fits _____	
Influenza _____		Dizziness _____	
Any unexplained respira-		Tingling _____	
tory disorder _____		Frequent or persistent	
Malaria _____		headaches _____	
Chorea (St. Vitus Dance)		Frequent or persistent	
		backaches _____	
		Eye defects	
Rheumatic fever _____		(specify) _____	
Scarlet fever _____		Others (specify) _____	
Heart disease _____			
Nervousness _____			
Sleeplessness _____			
Exhaustion _____			

Comments or remarks:

Underline any of the following words which describe your general make-up:

persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

- _____ Living at home with my family.
x _____ Living in a University Dormitory or Cooperative House.
 _____ Living in a rooming house.
 _____ Living in a fraternity or sorority house.
 _____ Living in the home of an employer, of friends, or of relatives.
 _____ Living in my own apartment.

From what person or other source did you hear of the Student Counseling Bureau?

Mr. Hahn, journalism adviser, and VA.

Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have *not* been able to solve adequately, place a check (✓). After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

Check Here

1. I usually feel inferior to my associates. _____
2. I have been unable to determine how much time I should study. _____
3. I have too few social contacts. _____
4. I have difficulty in making friends. _____
5. I do not know how to obtain the money I need. _____
6. I have been unable to determine what I am best able to do. xx _____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
English	<i>B</i>	<i>B</i>	<i>C</i>	<i>B</i>	
Speech					
Journalism					
French					
German					
Spanish					
Latin					
Elementary Algebra	<i>B</i>				
Plane Geometry					
Higher Algebra				<i>C</i>	
Solid Geometry			<i>D</i>		
Trigonometry					
Ancient History	<i>A</i>				
Medieval History					
Modern European History			<i>B</i>		
English History					
American History		<i>B</i>			
C. L. P.					
Civics					
Social Science				<i>C</i>	
Sociology					
Economics					
General Science	<i>B</i>				
Biology					
Chemistry				<i>D</i>	
Physics			<i>D</i>		
Shorthand					

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Typing		C			
Junior Business Training		D			
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing	B				
Electricity					
Manual Training—Wood Shop	B				
Tin Shop					
Machine Shop					
Automotive Engines					

SUPPLEMENT FOR EX-SERVICE MEN

Training Courses in Service

Course	Date Attended	Service School
<i>Gunnery</i>	<i>Aug.—Sept. 1944</i>	<i>AAF</i>

Work Experience in Military Service

Branch	Rank	Duties or Nature of Work	From (give year & month)	To
<i>Air Force</i>	<i>Sgt.</i>	<i>Gunner—air crew</i>	<i>Aug. 1944—June 1945</i>	
<i>Air Force</i>	<i>Sgt.</i>	<i>Clerk</i>	<i>July 1945—Jan. 1946</i>	

Do you expect to use any part of your military training in civilian vocation? Yes _____ No *x* _____

Explanation *Nothing useful studied or practised in service.*

Did you enjoy your military service? Yes x No _____

If not, what specific phase have you disliked?

x discipline _____ courses
 _____ regimentation x officers
 _____ food

Are you satisfied with your civilian life so far? Yes x No _____

If not, what makes you dissatisfied?

_____ Lack of understanding of your family, etc.

_____ Too much sympathy.

_____ Loss of comradeship.

_____ Others _____

Comments _____

D.S. Form 213-1-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. 21699

Name Frank Keen

College SLA

Class Soph Sex Male Age 22

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	H.S. Scholarship			
	A.C.E. (1937) TOTAL			1938 Univ. Fr.
	Completion			1937 SLA GC Fr.
	Arithmetic			"
	Artificial Language			"
	Analogies			"
	Opposites			"
	Ohio Psych () TOTAL			SCB Fr. ()
	Opposites			
	Analogies			
	Reading Comp.			

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	Miller Analogies ()			
	Coop. Eng. (1938-OM) TOTAL			1938 SLA GC Fr.
	Usage			
	Spelling			
	Vocabulary			
	G.E.D. 1. Eng. Expression	S.S.		Type I Inst.
	2. Social Studies	S.S.		"
	3. Natural Science	S.S.		"
	4. Literary Materials	S.S.		"
	Coop. Reading Comp. TOTAL			
	Vocabulary			
	Speed			
	Level			
8/48	Coop. Culture (U)			
	C.S.P.	43	42	SLA Soph. 3rd qt.
	H. & S.S.	47	66	
	Lit.	26	21	
	Sci.	32	71	
	F.A.	27	33	
	Math.	16	28	
8/48	Minn. Clerical Apt.			
	Numbers	97	69 9	Gen. Pop-()-Cler.Wrk.
	Names	99	76 12	" "
	Minn. Personality Inv.			U. of M. Fr.
	1. Morale			
	2. Social Adj.			
	3. Family			
	4. Emotion			
	5. Econ. Cons.			
8/48	Meier Art Judgment	96	53	Sr. High
8/48	Coop. Lit. Acq. '34	28	28	SLA Fr. SLA Soph.

[illegible]

2/43 Theme H 9-13-43

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Frank Keen Case Number 21699
COLLEGE _____
DATE 8/16/48

Summary:

I. *Client's statement of his problem.* Frank was referred to the Student Counseling Bureau by Mr. Hahn, his adviser in journalism. Frank has been doing rather unsatisfactory work in his seven quarters at the University, and he has been advised definitely not to consider majoring in journalism or doing anything further in it.

II. *Clinical data.* When Frank came in today, he seemed to feel considerably more at ease, verbalized easier, and his whole attitude seemed to be more normal and optimistic. His morale, in general, was considerably better today. He seemed to take a more normal interest in going along with University regulations and making some compromises in order to achieve some degree of success in some kind of practical career and finish at the University. For all his interests in literary and artistic things, he scored only average in the Art Judgment test and considerably below average for even S.L.A. freshmen in literary acquaintances. His clerical aptitude is poor, but the Ohio Form 18 does show that he has superior ability. The Multiphasic verifies his emotional and temperamental problems, but points more to psychopathic deviate tendencies than to schizoid tendencies. On the Strong Vocational Interest blank for men he has a rather weak primary pattern in Group 10; a few high specific scores. For instance, A for printer, B plus for social science teacher, B plus for musician. However, the pattern seems to be pretty much in Group 10. The Mf score is not particularly high. Kuder seems to verify quite definitely his claimed interests, being highest in literary, followed by artistic and persuasive and a high score in the social service area. This boy's living arrangements this year at the University will be much improved since he plans to get a private room. I referred him to the Housing Bureau and gave him some suggestions in regard to making his living arrangements and outside habits more conducive to better work in college. I think he will continue to have trouble with himself, difficulty in making himself study and a tendency to let outside distraction interfere with his school work. However, he has pretty good in-

sight into his nature and the way he is, and to his weaknesses. I suggested that he should get out of journalism and get into a curriculum where he can capitalize on his expressed interests and write at his leisure if he chooses. He may be a person who will not accept discipline to regulations in regard to writing such as you will find in journalism. I recommended to him very strongly that he look into the possibility of a humanities major. I referred him to Professor Cunkell. This program, after I explained it to him in some detail, seemed to appeal to him quite strongly. It is quite possible that he will really do something with it.

III. *Clinical synthesis of problem.* This is the case of an only child, a boy who never learned to develop any responsibilities, who is quite strongly psychopathic in his personality and temperament. Record is one of unwillingness to adapt himself to University regulations and unwillingness to accept the indoctrinization he gets from professors in lecture courses. He has an intense desire to write, to express his creative impulses, yet there is a question as to whether he has anything to write about, and it is still a greater question as to whether he has any writing ability. This he will probably have to learn for himself.

IV. *Diagnosis.* The problem is largely emotional and social. It is vocational in nature but the vocational problem centers around his own temperament and personality.

V. *Counseling techniques and their effectiveness.* The techniques today consisted of interpretation of tests, advice and recommendation in regard to the college program, information giving regarding humanities as a major, some listening and reflection and clarification of feeling. The primary way in which we can help this boy, I think, is to adjust his environment so that he will have good chances for next fall. His housing situation should be conducive to study. His University extracurricular life should be carefully guided, and he should avail himself of a major—such as humanities—where he can have room to express himself to a considerable degree. Rapport was much better today. I think that the client may make a considerable change for the better.

VI. *Prognoses.* The prognosis for a humanities major is fair to good.

VII. *Follow-up.* Follow-up is voluntary, but it would be very advisable to contact the client during the middle of this next year.

CASE 6

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number 34740

Date 4/23/47

Name Guy Stanley Livingston Interviewer C. W. Goulding

- | | |
|---------------------------------------|---|
| I. Client's statement of his problem. | IV. Diagnosis. |
| II. Clinical data. | V. Counseling techniques and their effectiveness. |
| A. From interview. | VI. Prognoses. |
| B. From other sources. | VII. Follow-up. |
| III. Clinical synthesis of problem. | |

I. *Client's statement of his problem.* "I am a pre-vet student in the Agriculture college and am not doing so well. Mr. McFarland suggested that I talk with you to see if my trouble could be worked out."

II. *Clinical data.* A redhead, quite evidently in an emotional state. He indicated that his whole life had been devoted to the idea of veterinary medicine—nothing else seems worth considering. He has recently failed two subjects—economics in fall quarter and psychology in winter quarter. He couldn't see the value in economics for his future work. Too late now!

His mother is not living. His father was a veterinarian. Guy worked closely with him from the eighth grade until his father's death two years ago. He is now living with an older brother who is quite successful as a tire distributor for Ford.

Of late he has been unable to buckle down to studying. Thoughts flit through his head—of a happy childhood, of experiences way back. He has a good memory.

At the age of 24 it is about time he was on the way to a definite goal. No, he didn't want to verify his interests. He ought to know himself at this age.

He made out all right at junior college—always made B's and C's without too much trouble. Why not here? I explained the difference in competition, etc.

He wants to retake economics and qualitative chemistry this summer and bring his honor points up this quarter. He guessed he'd wait until the end of the quarter before using our facilities. He got up to leave.

"Tell me more about the lack of concentration. Is it always with you?" "No, but it's getting worse." "How about working on that right now?" "How?" I suggested the Multiphasic test of personality and its purposes. He jumped at it and will return for testing.

III. *Clinical synthesis of problem.* There is no use trying to consider alternatives to veterinary medicine at this point. The father perhaps expected it. His entrance test data were very weak. He is unwilling to check further on his aptitudes at this time.

IV. *Diagnosis.* He is emotionally upset. Unwise vocational choice.

V. *Counseling techniques and their effectiveness.* We should consider personal adjustment first with the idea of later coming around to an alternative for pre-veterinary medicine as he sees things more clearly and realizes his own limitations.

VI. *Prognosis.* Probable drop impending from pre-veterinary medicine.

4/27/47. Phone call to McFarland. He said the student would have to make good this quarter or probably be dropped by the Student Work Committee. Any course of action we suggested would be carefully considered by McFarland and favorable action recommended to the Committee.

D.S. Form 208
(Revised 1945)

Date April 23 1947

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential.*

Name Livingston Guy Stanley Sex Male
Last First Middle

Present Address Minneapolis Phone DE-4496

Home Address Fairmont, Minnesota

Age 24 Date of Birth 4/29/23 Place of Birth Fairmont

Religious Preference Protestant

Marital Status: Single x Married _____ Divorced _____

Widowed _____ Separated _____

Father Living Yes _____ Mother Living Yes _____

No x No x

Check any of the following which are applicable:

Parents still married _____ Parents divorced _____

Parents separated _____ Father re-married x

Mother re-married _____

If Father not living,

Name and Relationship of Guardian _____

Father's Name Livingston Guy F. Father's Age 59
Last First Middle at death

Father's Home Address Fairmont, Minnesota Mother's Age 47

Father's business or occupation: Name of firm or employer Veterinarian

Father's title, position or nature of work Practice, mainly of large animals, but work with small animals also.

Mother's Occupation Before Marriage Clerk

Mother's Present Occupation Deceased
 Father's Birthplace Mountain Lake, Nebraska
 Mother's Birthplace Crystal, Missouri
 Father's Education Mountain Lake High School—Grad., Kansas City
Veterinary College

Mother's Education Through 11th grade high school, Business College

Brothers' and Sisters'

Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
1. <u>Donald H.</u>	<u>M</u>	<u>26</u>	<u>1 yr. col-</u>	<u>Yes</u>	<u>Manager, tires</u>
2. _____	_____	_____	<u>lege at</u>	_____	<u>sales Ford</u>
3. _____	_____	_____	<u>U. of M.</u>	_____	<u>garage</u>

Name of preparatory or high school Fairmont High

Date of Graduation June, 1941

Type of course taken College preparatory Size of high school
 senior class 96

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
<u>Minn. School of Business</u>	<u>Sept. 41-July 42</u>	<u>Gen. business</u>
_____	_____	_____
_____	_____	_____

If not already attending the University of Minnesota, when do you expect to enter?

You will find listed below several kinds of leisure time activities. Draw a circle around each of the activities in which you engage frequently. Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I. Individual Activities—either organized or unorganized.

A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc.
canoeing

B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.

(specify) photography

C. Reading, theatre, concerts, art museums, lecture, dance recitals.

II. *Group Activities—either organized or unorganized.*

D. (all team sports—such as): Football, baseball, basketball, volleyball, hockey tennis

E. Dancing, “dates,” bridge, poker, picnics

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc.

G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc.

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc.

What extra-curricular activities do you expect to participate in at the U. of M.? (As fraternity, basketball, etc.) None

What types of books or articles interest you? (Fiction, biography, scientific, etc.) Fiction, biography

What magazines do you read most frequently? Life, Time, Leatherneck, Sports Afield

Answer the following questions *only* if you have attended or are attending a University.

What is (or was) your major? Pre-veterinary

What year are you in? Soph.

How many hours of study do you put in during the week (on the average)? 15

Are you engaged in any outside work while attending the University? F & W but not now

If so, what is the nature of this work? Waiter at 3d floor, Coffman Union

How much time does it take each week? about 3 hours

Who is your employer? James Felber

TO BE ANSWERED BY EVERY STUDENT

(did you decide)

Why (are you deciding) to come to college (check as many as necessary or explain below):

- | | |
|--|--|
| _____ To get a liberal education | _____ To please parents or friends, family tradition |
| <u> x </u> To prepare for a vocation | <u> x </u> To learn more of certain subjects |
| _____ For the prestige of a college degree | _____ It was the "thing to do" |
| _____ To be with old school friends | _____ Foregone conclusion, I never questioned why |
| _____ To make friends and helpful connections | _____ Will enable me to make more money |
| _____ For social enjoyment, "college life" | _____ To get a general education |
| _____ Without a college degree (or training) there is less chance of getting a job | |

Explanation I had decided it long before I knew of college life, connections, prestige, tradition, and money.

What other type of training have you considered besides a University education? None

How does your family feel about college work? (Check one) Plans for your financial support in college: (Check one)

- | | |
|---|--|
| _____ Doesn't care what you do | _____ Entirely supported by family |
| <u> x </u> Opposed to your going to college | <u> x </u> Part-time work will be necessary (about how many hours a week?) _____ |
| _____ Wants you to go to college | _____ Total self-support will be necessary (about how many hours a week?) _____ |
| Comments _____ | <u> x </u> GI Bill |
| _____ | _____ Vets Rehab. Training |
| _____ | _____ State Aid |
| _____ | _____ Scholarship |
| | _____ Other |

List in chronological order all your civilian *work or employment experiences* to date (including part-time or summer jobs):

<i>Firm</i>	<i>From To</i> (give year & month)	<i>Nature of Work</i>	<i>Salary</i> (per month)
<i>Guy F. Livingston</i>	<i>1935-1942</i>	<i>Veterinary work</i>	<i>\$42</i>
<i>State Highway Dept.</i>	<i>7/38-8/38</i>	<i>Flagger</i>	<i>\$6 a day</i>
<i>Peter Hanson</i>	<i>8/40-9/40</i>	<i>Harvest hand</i>	<i>\$50</i>
<i>Lakeview Hotel</i>	<i>11/41-6/42</i>	<i>Clerk</i>	<i>\$30</i>
<i>Gordon Freight Lines</i>	<i>3/46-6/46</i>	<i>Billor</i>	<i>\$30</i>
<i>O. J. Johnson</i>	<i>8/46-8/46</i>	<i>Harvest hand</i>	<i>\$150</i>
<i>Blake's Garage</i>	<i>9/46-10/46</i>	<i>Laborer</i>	<i>\$200</i>
<i>Coffman Union</i>	<i>10/46-3/47</i>	<i>Waiter</i>	<i>\$30</i>

Which of these jobs did you like best? *Veterinary work*
 Why? *I planned on entering college and studying vet-medicine.*

List, in order of preference, five occupations in which you would like to earn your living. Do not consider your abilities or job opportunities in making this list. Just consider whether or not you would be happy in the work.

OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1. <u><i>Vet-medicine</i></u>	<u><i>Worked with veterinarian</i></u>
2. <u><i>Farming</i></u>	<u><i>Outside, on my own—cattle</i></u>
3. _____	_____
4. _____	_____
5. _____	_____

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Travel in U.S.*
and live in northern Minnesota

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

- 3 Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.

- 2 Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.
- Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.
- Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.
- 1 Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.
- Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.
- Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? Pre-veterinary medicine

What other possibilities have you considered? Dairy husbandry
Animal husbandry

When did you make your present choice? (give the year) 1936

Why did you make this choice? (check reason or reasons)

- | | |
|--|---|
| <u> </u> Family suggestion or tradition | <u> x </u> A long personal interest in the work |
| <u> </u> Friend's or teacher's advice | <u> </u> It is most profitable financially |
| <u> x </u> The vocation of someone you admire or respect | <u> x </u> It is best suited to my abilities |
| <u> </u> Suggested by study in school | <u> </u> Chosen as being most interesting intellectually |
| <u> </u> Suggested by study in college | <u> x </u> Choice made on my own responsibility |

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain and satisfied x Uncertain Very questionable

How much information have you about the requirements of the vocation you are choosing? None Some Extensive x

What vocation do (or did) your parents want you to follow? Farming
and business.

Why? Veterinary medicine was to my parents a very hard life. I believed
them, but I wanted to study veterinary medicine.

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

Worked with veterinarian. Member 4H Club. Worked with animals—
met many farmers.

Have you any physical disabilities? (describe) None

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough <u>x</u>	<u>3</u>	Chorea (St. Vitus Dance)	
Mumps			
Measles		Rheumatic fever	
German measles		Scarlet fever	
Chicken pox <u>x</u>	<u>2</u>	Heart disease	
Encephalitis		Nervousness	
(sleeping sickness)		Sleeplessness	
Epilepsy		Exhaustion	
Infantile paralysis		Hearing defects	
Any other kind of		(specify)	
paralysis		Typhoid fever	
Tuberculosis		Smallpox	
Pneumonia <u>x</u>	<u>20</u>	Diabetes	
Influenza		Stuttering	
Any unexplained respira-		Stammering	
tory disorder <u>x</u>	<u>20-24</u>	Other speech defects	
Malaria		Hernia	

	Age		Age
Other physical defects_____	_____	Frequent or persistent backaches_____	_____
Fainting spells_____	_____	Eye defects	
Convulsion or fits_____	_____	(specify) <u>Astigmatism</u>	_____
Dizziness_____	_____	Others (specify)_____	
Tingling_____	_____	_____	_____
Frequent or persistent headaches_____	_____	_____	_____
Comments or remarks:			

Underline any of the following words which describe your general make-up:
persevering, friendly, patient, stubborn, capable, tolerant, calm, im-
petuous, pessimistic, reserved, bashful, self-confident, jealous, talented,
quick-tempered, cynical, tactful, conscientious, cheerful, submissive, ex-
cited, irritable, anxious, poor health, nervous, easily exhausted, un-
happy, frequent periods of gloom or depression, frequent daydreaming,
sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

- _____ Living at home with my family.
- _____ Living in a University Dormitory or Cooperative House.
- x _____ Living in a rooming house.
- _____ Living in a fraternity or sorority house.
- _____ Living in the home of an employer, of friends, or of relatives.
- _____ Living in my own apartment.

From what person or other source did you hear of the Student Counseling Bureau?

Assistant Dean Keith McFarland, St. Paul Campus

Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have *not* been able to solve adequately, place a check (✓). After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

Check Here

1. I usually feel inferior to my associates. _____
2. I have been unable to determine how much time I should study. _____
3. I have too few social contacts. _____
4. I have difficulty in making friends. _____
5. I do not know how to obtain the money I need. _____
6. I have been unable to determine what I am best able to do. xx
7. I do not know how to take good lecture notes. x
8. I do not get along well with my parents. _____
9. I often have difficulty in keeping friends. _____
10. I am unable to determine what I would like to do. _____
11. I have not obtained parental approval of my vocational plans. _____
12. I do not have enough to talk about in company. x
13. I receive inadequate financial help from my family. _____
14. I do not know how to outline text-book assignments. _____
15. I am unable to get along with my brothers and/or sisters. _____
16. I have been unable to make a satisfactory religious adjustment. _____
17. I am not interested in my studies. _____
18. I do not have enough information about job opportunities and duties. _____
19. I am frequently embarrassed when with others. _____
20. I usually do not enjoy being with members of the opposite sex. _____
21. I am unable to do my work well because of too many social activities. _____
22. I usually do not know how to act in company. _____
23. I usually cannot read fast enough to cover all of my assignments. x

Check Here

24. I usually have difficulty understanding what I read. . . . _____
25. I do not know what the most appropriate training is for
my chosen career. . . . _____
26. I do not know if an education is worthwhile. . . . _____
27. I feel guilty about something I have or have not done. . . . _____
28. I have so much outside work to do that I am neglecting
my school work. . . . _____
29. I have trouble making myself study. . . . *xx* _____
30. I lack self-confidence. . . . _____
31. I am dissatisfied with my state of health. . . . _____
32. I do not know how to improve my personal appearance. . . . _____
33. I do not know how to break certain habits I have. . . . _____

Other problems _____

Chief problem _____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
English		<i>D</i>	<i>D</i>		
Speech					
Journalism					
French					
German					
Spanish					
Latin					
Elementary Algebra					
Plane Geometry		<i>D</i>			
Higher Algebra					
Solid Geometry					
Trigonometry					
Ancient History		<i>C</i>			

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Medieval History		<i>C</i>			
Modern European History		<i>C</i>			
English History		<i>C</i>			
American History		<i>C</i>			
C. L. P.					
Civics					
Social Science		<i>D</i>			
Sociology					
Economics					
General Science					
Biology		<i>C</i>			
Chemistry				<i>C</i>	
Physics			<i>D</i>		
Shorthand					
Typing					
Junior Business Training				<i>C</i>	
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing	<i>C</i>				
Electricity					
Manual Training—Wood Shop					
Tin Shop	<i>C</i>				
Machine Shop	<i>C</i>				
Automotive Engines					

SUPPLEMENT FOR EX-SERVICE MEN

Training Courses in Service

Course	Date Attended	Service School
<i>Basic Training</i>	<i>Aug. 16-Sept. 9</i>	<i>U.S. Marine Corps Base</i>

Work Experience in Military Service

Branch	Rank	Duties or Nature of Work	From To (give year & month)
<i>U.S. Marine Corps</i>	<i>PFC</i>	<i>Personnel clerk</i>	<i>Sept. 42-Sept. 43</i>
<i>U.S. Marine Corps</i>	<i>PFC</i>	<i>Battalion clerk</i>	<i>Sept. 43-Apr. 44</i>
<i>U.S. Marine Corps</i>	<i>Corp.</i>	<i>Battalion clerk</i>	<i>Apr. 44-June 45</i>

Do you expect to use any part of your military training in civilian vocation?

Yes_____

No *x*

Explanation *I am studying pre-veterinary medicine. At the present time*
I cannot see any connection.

Did you enjoy your military service? Yes *x* No_____

If not, what specific phase have you disliked?

_____ discipline

_____ courses

_____ regimentation

_____ officers

_____ food

Are you satisfied with your civilian life so far? Yes *x* No_____

If not, what makes you dissatisfied?

_____ Lack of understanding of your family, etc.

_____ Too much sympathy.

_____ Loss of comradeship.

_____ Others_____

Comments_____

D.S. Form 213-1-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. 34740

Name Guy Stanley Livingston College Pre-veterinary
 Class S. Sex Male Age 24

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
6/41	H.S. Scholarship <i>Marshall,</i>		11	
4/41	A.C.E. (1937) <i>Minn.</i> TOTAL	69	38	1938 Univ. Fr.
	Completion	13	33	1937 SLA GC Fr.
	Arithmetic	12	39	"
	Artificial Language	15	45	"
	Analogies	16	35	"
	Opposites	13	16	"
8/47	Ohio Psych () TOTAL	84	55	SCB Fr. (39)
	Opposites	22	54	
	Analogies	25	42	
	Reading Comp.	37	76	
	Miller Analogies ()			
4/41	Coop. Eng. (1938-OM) TOTAL	97	4	1938 SLA GC Fr.
	Usage	64	6	
	Spelling	15	18	
	Vocabulary	18	4	
	G.E.D.			
	1. Eng. Expression	S.S.		Type I Inst.
	2. Social Studies	S.S.		"
	3. Natural Science	S.S.		"
	4. Literary Materials	S.S.		"
	Coop. Reading Comp. TOTAL			
	Vocabulary			
	Speed			
	Level			

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	Coop. Culture (U)			SLA Soph.
	C.S.P.			
	H. & S.S.			
	Lit.			
	Sci.			
	F.A.			
	Math.			
	Minn. Clerical Apt.			Gen. Pop-()-Cler. Wrk.
	Numbers			" "
	Names			" "
	Minn. Personality Inv.			U. of M. Fr.
	1. Morale			
	2. Social Adj.			
	3. Family			
	4. Emotion			
	5. Econ. Cons.			
8/45	Johnson Sci.	29	10	Ag. Fr.
	Co-op. Alg.	8	11	Ag. Fr.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Livingston, Guy Stanley Case Number 34740
 COLLEGE _____
 DATE 5/5/47

Summary:

I. *Client's statement of his problem.* Same as last interview.

II. *Clinical data.* He returned to check over the Multiphasic results. Aside from the high Mf, nothing is out of line. He said he has always loved music and art. He gave up music lessons quite a while back and has always regretted it. He might take piano lessons again this summer. He mentioned the fact that he liked woodwork-

ing also. He is able to study a little better now. He is carrying sociology, organic chemistry I, elements of dairying, dairy cattle judging, and poultry husbandry. I asked him if he had thought any further about future plans. He said he had. He might take a sales job with a veterinary supply company, since he likes to travel and has plenty of practical background. He has thought of transferring to North Dakota State where he would have less competition and would take dairy or animal husbandry. (He always got along well at junior college, a smaller school.)

He will check with us again at the end of the quarter regarding possible interest and aptitude tests. He wanted to know if the University would let him repeat a course for the third time if he had failed it twice. I suggested that perhaps that subject might be out of line with his aptitudes or interests under those circumstances. It's just that he's so slow, he replied.

III. *Clinical synthesis of problem.* The student is beginning to realize the real situation and he is thinking vaguely of alternative plans. At the end of the quarter he should be amenable to further counseling.

IV. *Diagnosis.* Unwise vocational choice.

V. *Counseling techniques and their effectiveness.* I encouraged consideration of alternate plans to veterinary medicine. The client was much more relaxed this time.

VI. *Prognoses.* Drop from Agriculture College.

VII. *Follow-up.* At the end of the quarter.

May 5, 1947

Mr. Keith McFarland
Assistant to the Dean
202 Administration
St. Paul Campus

Dear Mr. McFarland:

Guy Stanley Livingston returned for another interview today.

The Multiphasic showed no deviate scores other than the high Mf factor, in line with his expressed musical and aesthetic interests. He is beginning to realize the situation, since he volunteered at least two alternates he has in mind—one is to sell veterinary supplies for a company where his practical background and training would do him some good. Another possibility is a transfer to North Dakota State College with a major of dairy or animal husbandry. There the competition might be easier for him. The veteran is not ready to do any further testing at the present. As he put it, "My feelings are so strong for veterinary medicine, they must wear off gradually." However, he did

show considerable interest in getting further help at the end of the present quarter.

Guy seemed much more relaxed today and better able to consider the situation objectively.

Sincerely yours,

C. W. Goulding
Counselor

June 11, 1947

Mr. Guy S. Livingston
Fairmont,
Minnesota

Dear Mr. Livingston:

Now that the spring quarter is completed I should be interested to learn of your status and anticipation of plans for the coming year. If we can be of further assistance to you in working out your further plans, do not hesitate to make another appointment at your convenience, either now or next fall before registration.

Sincerely yours,

C. W. Goulding
Counselor

Fairmont,
Minnesota
August 3, 1947

Mr. C. W. Goulding
101 Eddy Hall
University of Minnesota
Minneapolis, Minnesota

Dear Mr. Goulding:

I would like to make an appointment with you for one or two days during the week of August 23d through the 28th.

I have had no other opportunity during the summer months to contact you personally.

If you could inform me of a date which you might set aside for me, I will be at your office with seriousness and my future in mind.

Respectfully yours,

G. Stanley Livingston

Mr. G. Stanley Livingston
Box 27
Fairmont, Minnesota

Dear Mr. Livingston:

Thank you for your letter of August 3d. As requested, we have made an appointment for you on Tuesday, August 24th, at 1 P.M.

We are enclosing an appointment slip which you will present upon your arrival here.

If, for any reason, you are unable to keep this appointment, please let us know well in advance.

Sincerely yours,

Dina Burgin,
Secretary

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Livingston, Guy Stanley Case Number 34740
COLLEGE _____
DATE 8/24/47

Summary:

I. *Client's statement of his problem.* The same as previous interviews.

II. *Clinical data.* The veteran returned at the end of the summer as promised to check the results of the testing arranged last June. He had just returned from a long canoe trip and was in very good spirits, though somewhat concerned about the likelihood of being refused admission to the agricultural school this fall.

The last word from Mr. McFarland had been unfavorable because of his spring quarter record. He has now come to the point where the goal of ever being admitted seems unattainable, and he is quite willing to consider dairy husbandry as an alternative.

III. *Clinical synthesis of problem.* The client, toward the end of the interview, asked me if I had discovered what sort of a person he was. I replied that that was rather difficult for anyone other than the individual in question. I suggested that we did realize he was operating under considerable tension last spring as shown by his manner at that time. I intimated that undoubtedly his family situation had been much more uncomfortable than that of the usual person. The client agreed but did not care to elaborate.

The veteran at this time is more ready to accept academic deficiencies than before. He still wants another try at an agriculture major. He is going to talk to Mr. McFarland.

IV. *Diagnosis.* Inappropriate vocational goal; emotional involvement (self-conflict).

V. *Counseling techniques and their effectiveness.* He evaluated his test results rather objectively and indicated that probably his make-up was such that academic work simply did not agree with him. He mentioned that he could not concentrate at all last year and thought his year would be different. We are to summarize results for Mr. McFarland.

VI. *Prognosis.* Poor, little chance to succeed in agricultural college.

VII. *Follow-up.* Voluntary.

September 17, 1947

Mr. Keith McFarland
Agricultural Administration Bldg.
Agricultural Campus

Dear Mr. McFarland: Re: Guy Stanley Livingston

This is a report of my recent interview with Guy Stanley Livingston who is applying for readmission to the College of Agriculture this fall with probable objective of dairy husbandry.

As you know, he was dropped at the end of the spring quarter because of very poor achievement during the entire academic year in his chosen objective of veterinary medicine. He still feels rather strongly that he can, in some way or other, make the grade in that field despite previous failure. In a way, he seems to be living out the goal his father would have set for him had he lived, regardless of the effort involved.

The Ohio 18 test result rates this student 55 compared with entering freshmen, a standing which should be somewhat discounted because of the fact he has been in attendance at the University for at least two years. However, of some significance is the fact that he exceeded 76 per cent of the freshmen group in the reading comprehension section. Measured interests on the Strong show a predominant pattern in the Group IV, practical or skilled trades area. This would include an A rating for farmer. A strong secondary pattern in the social service area with some strength toward osteopathy and dentistry. Occupational level is low at 37.

The student had just returned from a canoe trip which left him in a very relaxed condition and in a much better frame of mind for consideration of his problem. He really is about ready to face the fact that veterinary medicine is beyond him but wants to get another chance at dairy husbandry even though we looked rather objectively at his grade situation and the implication of many B grades for raising his honor point ratio. He was quite proud of his winning one first and a second in the Ag Royal Contest last year for the cows he entered. The veteran feels confident he can handle the objective of dairy husbandry given one more quarter as a try.

I told him quite frankly that undoubtedly the spring quarter was

considered as "one more try" and that the best I could do for him was to present the facts of the situation as we had them.

Should the student be rejected, I feel that he is better able to accept it now than he was last spring. He has mentioned the possibility of trying to enter a smaller school such as North Dakota or actually getting a job doing dairy husbandry.

If there is other information we can supply, do not hesitate to let us know.

Sincerely yours,

C. W. Goulding
Counselor

CASE 7

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number 34585

Date 4/5/48

Name Frances McGuire Interviewer D. F. Nicholas

- | | |
|---------------------------------------|---|
| I. Client's statement of his problem. | IV. Diagnosis. |
| II. Clinical data. | V. Counseling techniques and their effectiveness. |
| A. From interview. | VI. Prognoses. |
| B. From other sources. | VII. Follow-up. |
| III. Clinical synthesis of problem. | |

I. *Client's statement of the problem.* "My grades are low. I think there's a reason for it other than my IQ—that it's something that can be improved upon."

II. *Clinical data.* This girl has worked her way through the University entirely on her own. Her parents opposed her coming to the University of Minnesota. They had educated an older sister to be a teacher, expecting her to teach and repay them. Instead she married and they feel resentful. Frances wanted a college education but also wanted to be free to do as she pleased afterwards—no strings attached, so she has been completely independent of her parents financially. She has worked long hours with little time for study. Now she has reduced her work load, but is unable to use the extra time to good advantage. She wants to improve her reading and study skills.

To get evidence as to her ability, etc., we selected several tests. She went directly to the testing room to begin these.

Frances dropped out of school during her first quarter here without cancelling, hence there are F's and I's on her blueprint. She had to attend General College for one year, and she kept a high enough standing to transfer to S.L.A. She had a hard time with Spanish—

cancelled once, got a D the second time. She is now down about 18 to 20 honor points.

She has much difficulty speaking in class. She says it is always hard to express herself. This did not seem to be true in the interview situation.

D.S. Form 208
(Revised 1945)

Date April 5 19 48

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential.*

Name McGuire Frances L. Sex Female
Last First Middle
Present Address St. Paul Phone GL 3291
Home Address Madison, Wisconsin
Age 26 Date of Birth 7/20/21 Place of Birth Fishpoint, N.C.
Religious Preference Protestant

Marital Status: Single *x* Married _____ Divorced _____

Widowed _____ Separated _____

Father Living Yes *x* No _____ Mother Living Yes *x* No _____

Check any of the following which are applicable:

Parents still married *x* Parents divorced _____

Parents separated _____ Father re-married _____

Mother re-married _____

If Father not living,

Name and Relationship of Guardian _____

Father's Name *McGuire* *William* Father's Age *59*
Last FirstFather's Home Address *Fishpoint, N.C.* Mother's Age *57*

Father's business or occupation: Name of firm or employer _____

Father's title, position or nature of work *Retired*

Mother's Occupation Before Marriage _____

Mother's Present Occupation *Housewife*Father's Birthplace *Canada* Mother's Birthplace *Canada*Father's Education *6th grade*Mother's Education *10th grade*

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
1.	<i>June</i>	<i>F</i>	<i>29</i>	<i>Sr.— College</i>	<i>Yes</i>	<i>Housewife</i>
2.	<i>Florence</i>	<i>F</i>	<i>25</i>	<i>Soph.— College</i>	<i>Yes</i>	<i>Housewife</i>
3.	_____	_____	_____	_____	_____	_____

Name of preparatory or high school *Southwestern, Wisc.*Date of Graduation *1942*Type of course taken *College prep.* Size of high school
senior class *23*

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
<u>University of Minnesota</u>	<u>Jan. 1944</u>	<u>S.L.A.</u>
_____	_____	_____
_____	_____	_____

If not already attending the University of Minnesota, when do you expect to enter? _____

You will find listed below several kinds of leisure time activities. *Draw a circle around each of the activities in which you engage frequently.* Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I. Individual Activities—either organized or unorganized.

- A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc. _____
- B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.
(specify) sewing _____
- C. Reading, theatre, concerts, art museums, lecture, dance recitals _____

II. Group Activities—either organized or unorganized.

- D. (all team sports—such as): Football, baseball, basketball, volleyball, hockey _____
- E. Dancing, “dates,” bridge, poker, picnics _____
- F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc. _____
- G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc. _____
- H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc. _____

What extra-curricular activities do you expect to participate in at the U. of M.? (As fraternity, basketball, etc.) _____

What types of books or articles interest you? (Fiction, biography, scientific, etc.) Biographical, historical, nonfiction

What magazines do you read most frequently? Time, Life, Calvin Forum

Answer the following questions *only* if you have attended or are attending a University.

What is (or was) your major? Social work What year are you in? Sr.

How many hours of study do you put in during the week (on the average)? 36

Are you engaged in any outside work while attending the University? Yes

If so, what is the nature of this work? Usher

How much time does it take each week? 10-12 hours

Who is your employer? John Smith

TO BE ANSWERED BY EVERY STUDENT

(did you decide)

Why (are you deciding) to come to college (check as many as necessary or explain below):

- | | |
|--|--|
| <u>x</u> To get a liberal education | _____ To please parents or friends, family tradition |
| <u>x</u> To prepare for a vocation | _____ To learn more of certain subjects |
| _____ For the prestige of a college degree | _____ It was the "thing to do" |
| _____ To be with old school friends | _____ Foregone conclusion, I never questioned why |
| _____ To make friends and helpful connections | _____ Will enable me to make more money |
| <u>x</u> For social enjoyment, "college life" | _____ To get a general education |
| _____ Without a college degree (or training) there is less chance of getting a job | |

Explanation _____

What other type of training have you considered besides a University education? _____

How does your family feel about college work? (Check one)

☒ Doesn't care what you do.

☐ Opposed to your going to college.

☐ Wants you to go to college.

Comments _____

Plans for your financial support in college: (Check one)

☐ Entirely supported by family

☐ Part-time work will be necessary (about how many hours a week?) _____

☒ Total self-support will be necessary (about how many hours a week?) _____

☐ GI Bill

☐ Vets Rehab. Training

☐ State Aid

☐ Scholarship

☐ Other

List in chronological order all your civilian work or employment experiences to date (including part-time or summer jobs):

<i>Firm</i>	<i>From To</i> (give year & month)	<i>Nature of Work</i>	<i>Salary</i> (per month)
<i>W. T. Smith</i>	<i>4/44-7/47</i> <i>6/46-8/46</i>	<i>Housework</i>	<i>\$32</i>
<i>City of Minneapolis</i>	<i>6/47-8/47</i>	<i>Playground</i> <i>Instructor</i>	<i>\$100</i>
<i>Campus Cleaners</i>	<i>4/47-6/47</i>	<i>Clerk</i>	<i>\$40</i>
<i>University Ushers</i>	<i>46-47, 47-48</i>	<i>Usher</i>	<i>\$24</i>

Which of these jobs did you like best? Playground Instructor

Why? Received the greatest direct satisfaction from the children.

List, in order of preference, five occupations in which you would like to earn your living. Do not consider your abilities or job opportunities in

making this list. Just consider whether or not you would be happy in the work.

REASONS FOR INTEREST IN THESE	
OCCUPATION	OCCUPATIONS
1. <i>Social worker</i>	_____
2. <i>Nurse</i>	_____
3. <i>Housewife</i>	_____
4. <i>Teacher</i>	_____
5. <i>Mechanic</i>	_____

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Have a family*

and do some type of social work on the side

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

_____ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.

_____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.

1 _____ Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.

_____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.

2 _____ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.

3 _____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.

_____ Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? Social work

What other possibilities have you considered? Nursing

When did you make your present choice? (give the year) 1940

Why did you make this choice: (check reason or reasons)

- | | |
|--|--|
| <input type="checkbox"/> Family suggestion or tradition | <input type="checkbox"/> A long personal interest in the work |
| <input type="checkbox"/> Friend's or teacher's advice | <input type="checkbox"/> It is most profitable financially |
| <input type="checkbox"/> The vocation of someone you admire or respect | <input type="checkbox"/> It is best suited to my abilities |
| <input checked="" type="checkbox"/> Suggested by study in school | <input type="checkbox"/> Chosen as being most interesting intellectually |
| <input type="checkbox"/> Suggested by study in college | <input type="checkbox"/> Choice made on my own responsibility |

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain and satisfied x Uncertain _____ Very questionable _____

How much information have you about the requirements of the vocation you are choosing? None _____ Some _____ Extensive x

What vocation do (or did) your parents want you to follow? Teaching
Why? Mother wanted to be a teacher but did not become one.

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

While in high school I became interested in the work of great social service leaders. I was interested in the work they had done, and felt I had the ability for that particular line of work.

Have you any physical disabilities? (describe) No

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough <i>x</i> _____	_____	Hearing defects (specify)_____	_____
Mumps <i>x</i> _____	_____	Typhoid fever_____	_____
Measles <i>x</i> _____	_____	Smallpox_____	_____
German measles_____	_____	Diabetes_____	_____
Chicken pox <i>x</i> _____	_____	Stuttering_____	_____
Encephalitis_____	_____	Stammering_____	_____
(sleeping sickness)		Other speech defects_____	_____
Epilepsy_____	_____	Hernia_____	_____
Infantile paralysis_____	_____	Other physical de- fects_____	_____
Any other kind of paralysis_____	_____	Fainting spells_____	_____
Tuberculosis_____	_____	Convulsion or fits_____	_____
Pneumonia_____	_____	Dizziness_____	_____
Influenza <i>x</i> _____	_____	Tingling_____	_____
Any unexplained respira- tory disorder_____	_____	Frequent or persistent headaches_____	_____
Malaria_____	_____	Frequent or persistent backaches_____	_____
Chorea (St. Vitus Dance) _____	_____	Eye defects (specify)_____	_____
Rheumatic fever_____	_____	Others (specify)_____	_____
Scarlet fever_____	_____	_____	_____
Heart disease_____	_____	_____	_____
Nervousness_____	_____	_____	_____
Sleeplessness_____	_____	_____	_____
Exhaustion_____	_____		

Comments or remarks:

Underline any of the following words which describe your general make-up:
 persevering, friendly, patient, stubborn, capable, tolerant, calm, im-
 petuous, pessimistic, reserved, bashful, self-confident, jealous, talented,

quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

- _____ Living at home with my family.
- _____ Living in a University Dormitory or Cooperative House.
- _____ Living in a rooming house.
- _____ Living in a fraternity or sorority house.
- _____ Living in the home of an employer, of friends, or of relatives.
- x _____ Living in my own apartment.

From what person or other source did you hear of the Student Counseling Bureau?

Mr. Page

Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have *not* been able to solve adequately, place a check (✓). After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

- | | Check Here |
|---|----------------------|
| 1. I usually feel inferior to my associates | _____ |
| 2. I have been unable to determine how much time I should study | _____ <u>x</u> _____ |
| 3. I have too few social contacts | _____ |
| 4. I have difficulty in making friends | _____ |
| 5. I do not know how to obtain the money I need | _____ |
| 6. I have been unable to determine what I am best able to do | _____ |
| 7. I do not know how to take good lecture notes | _____ |

Check Here

8. I do not get along well with my parents.
9. I often have difficulty in keeping friends.
10. I am unable to determine what I would like to do.
11. I have not obtained parental approval of my vocational plans.
12. I do not have enough to talk about in company.
13. I receive inadequate financial help from my family.
14. I do not know how to outline text-book assignments.
15. I am unable to get along with my brothers and/or sisters.
16. I have been unable to make a satisfactory religious adjustment.
17. I am not interested in my studies.
18. I do not have enough information about job opportunities and duties.
19. I am frequently embarrassed when with others.
20. I usually do not enjoy being with members of the opposite sex.
21. I am unable to do my work well because of too many social activities.
22. I usually do not know how to act in company.
23. I usually cannot read fast enough to cover all of my assignments.
24. I usually have difficulty understanding what I read.
25. I do not know what the most appropriate training is for my chosen career.
26. I do not know if an education is worthwhile.
27. I feel guilty about something I have or have not done. .
28. I have so much outside work to do that I am neglecting my school work.
29. I have trouble making myself study.
30. I lack self-confidence. *x*
31. I am dissatisfied with my state of health.
32. I do not know how to improve my personal appearance.
33. I do not know how to break certain habits I have.

Other problems _____

Chief problem _____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
English	X	X	X	X	
Speech					
Journalism					
French					
German					
Spanish					
Latin	X				
Elementary Algebra	X				
Plane Geometry		X			
Higher Algebra					
Solid Geometry					
Trigonometry					
Ancient History	X				
Medieval History					
Modern European History					
English History					
American History			X		
C. L. P.					
Civics	X				
Social Science					
Sociology				X	
Economics					
General Science	X				
Biology		X			
Chemistry					
Physics				X	
Shorthand					
Typing			X		

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Junior Business Training					
Commercial Law					
Industrial Geography	X				
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing					
Electricity					
Manual Training—Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D.S. Form 213-2-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

S.C.B. Case 34585

Name Frances McGuire College S.L.A.
 Class Sr. Sex F Age

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	COOP. CULTURE () TOTAL			SLA Soph
	H. & S.S.			
	For. Lit.			
	Fine Arts			
	Science			
	Math.			

D.S. Form 213-1-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. 34585Name Frances McGuire College S.L.A.Class Sr. Sex F Age

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
<u>42</u>	H.S. Scholarship			
<u>10/44</u>	A.C.E. (1937) TOTAL	<u>65</u>	<u>33</u>	1938 Univ. Fr.
	Completion	<u>12</u>	<u>27</u>	1937 SLA GC Fr.
	Arithmetic	<u>14</u>	<u>47</u>	"
	Artificial Language	<u>8</u>	<u>10</u>	"
	Analogies	<u>16</u>	<u>35</u>	"
	Opposites	<u>15</u>	<u>22</u>	"
<u>10/44</u>	Ohio Psych (21) TOTAL	<u>82</u>	<u>87</u>	SCB Fr. ()
	Opposites	<u>15</u>	<u>68</u>	
	Analogies	<u>37</u>	<u>94</u>	
	Reading Comp.	<u>30</u>	<u>79</u>	
	Miller Analogies ()			
<u>10/44</u>	Coop. Eng. (1938-OM) TOTAL	<u>167</u>	<u>35</u>	1938 SLA GC Fr.
	Usage	<u>108</u>	<u>40</u>	
	Spelling	<u>24</u>	<u>45</u>	
	Vocabulary	<u>34</u>	<u>27</u>	
	G.E.D.			
	1. Eng. Expression	<u>S.S.</u>		Type I Inst.
	2. Social Studies	<u>S.S.</u>		"
	3. Natural Science	<u>S.S.</u>		"
	4. Literary Materials	<u>S.S.</u>		"
	Coop. Reading Comp. TOTAL			
	Vocabulary			
	Speed			
	Level			

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP	
5/46	Coop. Culture (U)				
	C.S.P.	41	35	SLA Soph.	
	H. & S.S.	24	9		
	Lit.	28	24		
	Sci.	30	65		
	F.A.	2	1		
	Math.	20	40		
	Minn. Clerical Apt.				
	Numbers	137	83 40	Gen. Pop-()-Cler. Wrk.	
	Names	111	62 11	“ “	
	Minn. Personality Inv.				
	1. Morale	175 171	55 45	U. of M. Fr. Women 39	
	2. Social Adj.	257 239	88 65		
	3. Family	125 130	16 20		
	4. Emotion	184 188	78 83		
	5. Econ. Cons.	96 93	20 13		
10/44	Moss Nursing	112	27	U. of M. Fr. Nurses	
	Gen. Sci.	43	14	U. of M. Fr. Nurses	
	Gordon Fractions	10	69	U. of M. Fr. Nurses	
4/48	Wechsler	Total	128	121	IQ
		Verb	60	115	IQ
		Perf	68	124	IQ
	Nelson-Denny	Total	97	85 66	Fr., Soph.
		Voc	51	88 67	
			46	80 60	
	Wrenn	-11			
					-

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Frances McGuire Case Number 34585
COLLEGE S.L.A.
DATE 4/14/48

Summary:

I. *Client's statement of the problem.* While Frances was waiting for me to finish some business, I asked her to write out a statement of her problem and the solutions which she had attempted so that we might have something clear cut to go on when we began our discussion. Her statement is as follows:

Problem: Assuming that I have high normal intelligence, I do not maintain a grade average that matches my ambition.

Former rationalizations:

Time spent for work leaving little time for study. Also building of poor study habits

Emotional disturbance

Present situation:

Sufficient time for studying

Emotional problems of no importance in effect on studying

Conclusions

Improvement of study habits may help the situation

Her spoken statement of the problem was somewhat different as will be noted from the case notes for this interview.

II. *Clinical data.* I interpreted the results of the Wechsler in somewhat general terms without giving a specific score, saying that it indicated probably average ability for college work and that if she continues to make C's she should be well satisfied. As for the reading test, I said I was sorry but it had turned out to be quite good. At this time she let out a little moan and said, "Oh, don't tell me that. Here I was thinking all the time it must be my reading that is wrong." Based on national norms, she is just about average in her reading ability so that, while there is much room for improvement, there is still not enough difficulty indicated to make it possible to place the blame on lack of reading ability. Answers on the Wrenn study habits inventory which indicate poor habits of studying were next discussed. Frances admitted that she is probably not studying very well inasmuch

as she has never had a great deal of time to study. Now that she has the time she does not know what to do with it. This led to the conclusion that it might be worth while for Frances to come in twice a week for a few weeks to discuss just how she is going about her studying and to see whether or not she can make some improvement in this area.

The fact that she mentioned an emotional disturbance which may have caused difficulty in the past led me to suggest that there might be some of this emotional problem still operating to reduce her efficiency, and it might be worth while for her to try to think through that problem as well as her study problem. At this she began to discuss a little of her family background, saying that her parents had always resisted any effort on her part to show any affection. The mother had a feeling that any show of affection was very undesirable, bordering on being disgraceful. Her parents spoke French to each other, not because they liked the language but so that their daughters would not know what they were talking about. Frances resented this family secrecy very much. She was also very much disturbed by the lack of affection shown her by her parents and by the reaction of her mother when she attempted to be affectionate and loving to her mother. She was always taught that sex was something shameful and not to be talked about. The parents had brought up their daughters on the rule that children should be seen and not heard. Frances said that she learned to be quiet and obedient but that that did not stop her from being very active in her thinking and in her emotional reaction to this environment. I had discussed the results of her Multiphasic with Miss Morris who had made some notations as to the kind of person usually found with such profiles. I discussed this with Frances, saying that people who had such profiles were often of such nature. Her reaction when I had finished was, "Well, you haven't described me, you have described my boy friend." She went on to say that when she had been taking abnormal psychology, she had been very much interested in the various types of personality disorders and had decided that she was definitely of the manic-depressive type. She did not mean by this that she felt that she was psychotic, but she did recognize tendencies which are characteristic of the manic-depressive.

We arranged that she should return in several days to begin working on her study skills.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Frances McGuire Case Number 34585
COLLEGE S.L.A.
DATE 4/19/48

Summary:

We began our work on how to study for some of the classes that she is taking this quarter. During the interview, several remarks were made which may be of significance in her case. She said that she doesn't like change, that she likes routine, and that a change of plans frustrates her. She must be on time and she hates to be kept waiting and is very much upset when she is kept waiting. She mentioned this in connection with the fact that she had been kept waiting before taking the Wechsler and was somewhat upset as a result and not sure that she did her best job. She went on to say that once in her life she had been very haphazard and everything piled up on her, so she decided that she would have to take things little by little; therefore she began systematizing her activities. She admitted that she has a great deal of internalized aggression which is the result of the policies of her parents that a child should be seen and not heard. She said that she kept this childhood revolt very much to herself. She again mentioned the fact that physical love and physical expressions of love were denied her by her parents, and that in her parents' minds, the words lust and love were synonymous. She is somewhat concerned because her older sister is following the same pattern now that she is married and is treating her children just as Frances and she were treated when they were young. Frances does not like to go to visit her sister for this reason.

The remainder of our twice weekly contacts was largely taken up with study problems, among them, how to write a term paper for history, how to read reference materials, working to get the main ideas, and several related details without spending too much time on them, and so on. She reported that the suggestions which she was putting into practice were very helpful.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Frances McGuire Case Number 34585
COLLEGE S.L.A.
DATE 6/2/48

Summary:

Frances came back today to say that she felt she had done much better in all of her work in the spring quarter than she had before. She was interested in planning for the fall quarter, 1948. She summarized the courses which she had completed and those which still remained. The only one of the latter which looked like it would cause her any difficulty as far as the reading was concerned was Economics 6. She was interested in being permitted to petition out of this course. She would like to substitute Family Life I or the speech course offered on personality and speech development. Since I felt that the Economics 6 course would be extremely difficult for her and was not necessarily of great value in the work that she planned to do, I called Miss Powers of the Senior College Counseling Office to see what chances there were of changing the requirement of this one course.

6/2/48—Telephone call to Miss Powers: I explained the situation to Miss Powers and she suggested that Frances make an appointment to see her the following Tuesday and they could discuss the whole situation.

6/10/48—Telephone call to Miss Powers: In response to a note from Miss Powers relative to Frances' ability, I called her and gave her as much information as we had on hand about the girl. I said that I felt she had sufficient determination and interest in the work to be very highly motivated and to apply herself during the fall quarter. Miss Powers agreed that it would be fair to give her another chance.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Frances McGuire Case Number 34585
COLLEGE S.L.A.
DATE 8/23/48

Summary:

Frances came in to tell me that she had earned six credits of B and nine credits of C during the spring quarter. This was much better than she had been doing before, and she was very pleased. I congratulated her on the success of her efforts, and she insisted that much of her success had been due to my help. When I pointed out to her that the work had been done by her and only at my suggestion, she responded that she realized this; but at the same time if it had not been for my manner in working with her, she doubted that she would have responded as well as she did. She said that it is difficult for her to take suggestions from most people. She had worked as a playground supervisor during the summer and had had a very pleasant summer. During the summer, she was given a ring by a young student on the campus, and they plan to be married around Easter time. On the whole, she feels that everything is working out very well for her.

CASE 8

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

	Case Number	<u>36520</u>
	Date	<u>10/7/47</u>
Name	<u>James F. Peters</u>	Interviewer <u>Mr. Cunningham</u>

- | | |
|--------------------------------------|---|
| I. Client's statement of his problem | IV. Diagnosis. |
| II. Clinical data. | V. Counseling techniques and their effectiveness. |
| A. From interview. | VI. Prognoses. |
| B. From other sources. | VII. Follow-up. |
| III. Clinical synthesis of problem. | |

I. *Client's statement of his problem.* "I want to take some aptitude and interest tests."

II. *Clinical data.*

A. From interview. Tall, medium build, pleasant manner, self-confident, at ease during the interview. He gives the impression of being sincerely interested in getting information and solving his problem.

He is now a junior in S.L.A. His first two years were taken at Georgia Junior College. He planned to go into medicine but has been advised against it because his grades are too low. He was referred here by Frank Kramer of the College Office. He has no alternative goal—"everything is pretty mixed up." He faces the possibility of being drafted this spring or summer, although he talks hopefully about, "if they are drafting then." He escaped the last draft since his birthday came after the suspension of the rigid draft rules.

His work experience has been limited to "common labor" in the mines and on highway construction during the summer.

B. From other sources. I called Mr. Kramer who confirmed the above information. He believes the boy's honor point ratio was about 1.2 on his transfer credit science grades—mostly C's. He had college mathematics but no social science. The boy's best grades were in language.

III. *Clinical synthesis of problem.* His "level of aspiration" is too high and he has a previous history of under-achievement. His quality of work at Georgia pretty well rules out medicine and he seems to accept this fact quite well. He seems really interested in working through to another goal. He is not dependent in his attitudes.

IV. *Diagnosis.* Vocational indecision.

V. *Counseling techniques and their effectiveness.* Strictly counseling relationship. Test selection. Rapport: good.

VI. *Prognoses.* Reserved for later determination.

VII. Follow-up. Evaluation after testing.

D.S. Form 208
(Revised 1945)

Date October 7 1947

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you

answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential.*

Name Peters James Frederick Sex Male
Last First Middle

Present Address Minneapolis Phone BL 5941

Home Address Georgia

Age 20 Date of Birth 4/18/27 Place of Birth Minnesota

Religious Preference Protestant

Marital Status: Single x Married _____ Divorced _____

Widowed _____ Separated _____

Father Living Yes x Mother Living Yes x

No _____ No _____

Check any of the following which are applicable:

Parents still married x Parents divorced _____

Parents separated _____ Father re-married _____

Mother re-married _____

If Father not living,

Name and Relationship of Guardian _____

Father's Name Peters William Father's Age 58
Last First

Father's Home Address Georgia Mother's Age 56

Father's business or occupation: Name of firm or employer

Public Accountant

Father's title, position or nature of work Accounting

Mother's Occupation Before Marriage Clerical

Mother's Present Occupation Housewife

Father's Birthplace Montana Mother's Birthplace Montana

Father's Education High school—correspondence course

Mother's Education High school

Brothers' and Sisters'

Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
1. <i>William C.</i>	<i>Male</i>	<i>29</i>	<i>3 yrs. college</i>	<i>Yes</i>	<i>salesman</i>
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____

Name of preparatory or high school *Georgia* Date of Graduation *1946*
 Type of course taken _____ Size of high school senior class *250*

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
<i>Georgia Junior College</i>	<i>46-47, 47-48</i>	<i>Premedicine</i>
<i>University of Minnesota</i>	<i>48-</i>	_____

If not already attending the University of Minnesota, when do you expect to enter? _____

You will find listed below several kinds of leisure time activities. *Draw a circle around each of the activities in which you engage frequently.* Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I. *Individual Activities—either organized or unorganized.*

A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc. _____

B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.

(specify) *Photography*

C. Reading, theatre, concerts, art museums, lecture, dance recitals_____

II. *Group Activities—either organized or unorganized.*

D. (all team sports—such as): Football, baseball, basketball, volleyball, hockey Swimming_____

E. Dancing, “dates,” bridge, poker, picnics,_____

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc._____

G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc._____

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc._____

What extra-curricular activities do you expect to participate in at the U. of M.? (As fraternity, basketball, etc.)_____

What types of books or articles interest you? (Fiction, biography, scientific, etc.) Fiction, scientific_____

What magazines do you read most frequently? Reader's Digest, Colliers, Saturday Evening Post, Life_____

Answer the following questions *only* if you have attended or are attending a University.

What is (or was) your major? Premedicine What year are you in? Jr.

How many hours of study do you put in during the week (on the average)? 20 hours_____

Are you engaged in any outside work while attending the University? No_____

If so, what is the nature of this work?_____

How much time does it take each week?_____

Who is your employer?_____

TO BE ANSWERED BY EVERY STUDENT

(did you decide)

Why (are you deciding) to come to college (check as many as necessary or explain below):

- | | |
|---|---|
| <input type="checkbox"/> To get a liberal education | <input type="checkbox"/> To please parents or friends, family tradition |
| <input checked="" type="checkbox"/> To prepare for a vocation | <input type="checkbox"/> To learn more of certain subjects |
| <input type="checkbox"/> For the prestige of a college degree | <input type="checkbox"/> It was the "thing to do" |
| <input type="checkbox"/> To be with old school friends | <input type="checkbox"/> Foregone conclusion, I never questioned why |
| <input type="checkbox"/> To make friends and helpful connections | <input type="checkbox"/> Will enable me to make more money |
| <input type="checkbox"/> For social enjoyment, "college life" | <input type="checkbox"/> To get a general education |
| <input type="checkbox"/> Without a college degree (or training) there is less chance of getting a job | |

Explanation _____

What other type of training have you considered besides a University education? None

How does your family feel about college work? (Check one)

- ☐ Doesn't care what you do
- ☐ Opposed to your going to college
- ☒ Wants you to go to college

Comments _____

Plans for your financial support in college: (Check one)

- ☒ Entirely supported by family
- ☐ Part-time work will be necessary (about how many hours a week?) _____

☐ Total self-support will be necessary (about how many hours a week?) _____

☐ G.I. Bill

☐ Vets Rehab. Training

☐ State Aid

☐ Scholarship

☐ Other

List in chronological order all your civilian *work or employment experiences* to date (including *part-time or summer jobs*):

<i>Firm</i>	<i>From</i> (give year & month)	<i>To</i>	<i>Nature of Work</i>	<i>Salary</i> (per month)
<i>E. W. C. Co.</i>	<i>June 1947–Sept. 47</i>		<i>General labor</i>	<i>\$.93 per hour</i>
<i>O. I. M. Co.</i>	<i>June 1948–Sept. 48</i>		<i>General labor</i>	<i>\$1.09 per hour</i>

Which of these jobs did you like best? *No preference*
Why? _____

List, *in order of preference*, five occupations in which you would like to earn your living. *Do not consider your abilities or job opportunities in making this list.* Just consider whether or not you would be happy in the work.

	OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1.	<i>Scientific or technical</i>	<i>Interested in science</i>
2.	<i>Selling</i>	<i>Meeting people</i>
3.		

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? _____

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

- 2 Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.
- _____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.
- _____ Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.
- _____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.
- 1 Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.

____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.

³____ Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? *Premedicine* _____

What other possibilities have you considered? _____

When did you make your present choice? (give the year) *1946* _____

Why did you make this choice: (check reason or reasons)

____ Family suggestion or tradition ____ A long personal interest in the work

____ Friend's or teacher's advice ____ It is most profitable financially

____ The vocation of someone you admire or respect ____ It is best suited to my abilities

____ Suggested by study in school ____ Chosen as being most interesting intellectually

____ Suggested by study in college ____ ^x Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain and satisfied _____ Uncertain ^x _____ Very questionable _____

How much information have you about the requirements of the vocation you are choosing? None _____ Some ^x _____ Extensive _____

What vocation do (or did) your parents want you to follow? _____

Why? _____

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

Have you any physical disabilities? (describe) *No* _____

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough <u>x</u>	<u>9</u>	Hearing defects	
Mumps		(specify)	
Measles <u>x</u>	<u>11</u>	Typhoid fever	
German measles <u>x</u>	<u>12</u>	Smallpox	
Chicken pox <u>x</u>	<u>11</u>	Diabetes	
Encephalitis		Stuttering	
(sleeping sickness)		Stammering	
Epilepsy		Other speech defects	
Infantile paralysis		Hernia	
Any other kind of		Other physical de-	
paralysis		fects	
Tuberculosis		Fainting spells	
Pneumonia		Convulsion or fits	
Influenza		Dizziness	
Any unexplained respira-		Tingling	
tory disorder		Frequent or persistent	
Malaria		headaches	
Chorea (St. Vitus Dance)		Frequent or persistent	
		backaches	
Rheumatic fever		Eye defects	
Scarlet fever		(specify)	
Heart disease		Others (specify)	
Nervousness			
Sleeplessness			
Exhaustion			

Comments or remarks:

Underline any of the following words which describe your general make-up:
 persevering, friendly, patient, stubborn, capable, tolerant, calm, im-
 petuous, pessimistic, reserved, bashful, self-confident, jealous, talented,

quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

- _____ Living at home with my family.
 _____ Living in a University Dormitory or Cooperative House.
 _____ Living in a rooming house.
 x Living in a fraternity or sorority house.
 _____ Living in the home of an employer, of friends, or of relatives.
 _____ Living in my own apartment.

From what person or other source did you hear of the Student Counseling Bureau?

Advisor.

Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have *not* been able to solve adequately, place a check (✓). After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

Check Here

- | | |
|--|---------------|
| 1. I usually feel inferior to my associates..... | _____ |
| 2. I have been unable to determine how much time I should study..... | _____ |
| 3. I have too few social contacts..... | _____ |
| 4. I have difficulty in making friends..... | _____ |
| 5. I do not know how to obtain the money I need..... | _____ |
| 6. I have been unable to determine what I am best able to do..... | <u> x </u> |
| 7. I do not know how to take good lecture notes..... | <u> xx </u> |
| 8. I do not get along well with my parents..... | _____ |

Check Here

9. I often have difficulty in keeping friends. _____
10. I am unable to determine what I would like to do. xx
11. I have not obtained parental approval of my vocational plans. _____
12. I do not have enough to talk about in company. _____
13. I receive inadequate financial help from my family. _____
14. I do not know how to outline text-book assignments. _____
15. I am unable to get along with my brothers and/or sisters. _____
16. I have been unable to make a satisfactory religious adjustment. _____
17. I am not interested in my studies. _____
18. I do not have enough information about job opportunities and duties. xx
19. I am frequently embarrassed when with others. _____
20. I usually do not enjoy being with members of the opposite sex. _____
21. I am unable to do my work well because of too many social activities. _____
22. I usually do not know how to act in company. _____
23. I usually cannot read fast enough to cover all of my assignments. _____
24. I usually have difficulty understanding what I read. x
25. I do not know what the most appropriate training is for my chosen career. _____
26. I do not know if an education is worthwhile. _____
27. I feel guilty about something I have or have not done. _____
28. I have so much outside work to do that I am neglecting my school work. _____
29. I have trouble making myself study. _____
30. I lack self-confidence. _____
31. I am dissatisfied with my state of health. _____
32. I do not know how to improve my personal appearance. _____
33. I do not know how to break certain habits I have. _____

Other problems _____

Chief problem _____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
English			<i>C</i>	<i>C</i>	
Speech					
Journalism					
French					
German			<i>D</i>	<i>C</i>	
Spanish					
Latin					
Elementary Algebra				<i>D</i>	
Plane Geometry				<i>C</i>	
Higher Algebra					
Solid Geometry					
Trigonometry					
Ancient History					
Medieval History					
Modern European History					
English History					
American History					
C. L. P.					
Civics					
Social Science					
Sociology					
Economics					
General Science					
Biology		<i>C</i>			
Chemistry				<i>C</i>	
Physics					
Shorthand					

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Typing					
Junior Business Training					
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing	<i>C</i>				
Electricity					
Manual Training—Wood Shop	<i>B</i>				
Tin Shop					
Machine Shop					
Automotive Engines					

D.S. Form 213-1-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. 36520

Name Peters, James F. College S.L.A.
 Class Jr. Sex Male Age 20

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
6/46	H.S. Scholarship <i>Georgia</i>		15	
1/46	A.C.E. (1937) TOTAL	83	59	1938 Univ. Fr.
	Completion	14	38	1937 SLA GC Fr.
	Arithmetic	12	39	"
	Artificial Language	11	24	"
	Analogies	25	100	"
	Opposites	21	44	"
	Ohio Psych () TOTAL			SCB Fr. ()
	Opposites			
	Analogies			
	Reading Comp.			
8/47	Miller Analogies (B)	52		
1/46	Coop. Eng. (1938-OM) TOTAL	167	36	1938 SLA GC Fr.
	Usage	120	58	
	Spelling	18	26	
	Vocabulary	29	16	
	G.E.D. 1. Eng. Expression	S.S.		Type I Inst.
	2. Social Studies	S.S.		"
	3. Natural Science	S.S.		"
	4. Literary Materials	S.S.		"
	Coop. Reading Comp. TOTAL			
	Vocabulary			
	Speed			
	Level			

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	Coop. Culture (U) C.S.P.			SLA Soph.
	H. & S.S.			
	Lit.			
	Sci.			
	F.A.			
	Math.			
	Minn. Clerical Apt. Numbers			Gen. Pop-()-Cler. Wrk.
	Names			" "
	Minn. Personality Inv.			U. of M. Fr.
	1. Morale			
	2. Social Adj.			
	3. Family			
	4. Emotion			
	5. Econ. Cons.			
8/47	Coop. Nat. Sci. S	66	84	SLA fr.
	Soc. Stud. S	48	27	SLA fr.
	Lit. Comp. T	36	42	SLA fr.
10/47	Otis C.	54	54	Nat'l soph.
	Bennett Mech. Comp.	48	78	Cand. for tech. courses
	Rev. paper form board	57	92	IT fr. 1941

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME James F. Peters Case Number 36520
 COLLEGE S.L.A.
 DATE 10/25/47

Summary:

I. *Client's statement of his problem.* "I want to see how I made out on the tests."

II. *Clinical data.* The interview was primarily a test interpretation interview with little time for decision making thereafter. The tests

definitely indicated that medicine would be inadvisable since his scholastic aptitude is only about average for S.L.A. freshmen. His science background is adequate but no more, considering the amount of training he has already had in this field. His mechanical aptitude appears considerably above the national average; spatial relations aptitude in particular is very high. The interest test shows a primary pattern in group one with a secondary pattern in group two while there is a very high occupational level score indicating aspirations on the professional level.

James admitted that he realized earlier that he could not make the grade in medicine, but that he had stayed in the premedicine program on the advice of counselors at the previous college. They felt he could make a better choice after he arrived at this campus. I brought up the possibility of dentistry, which appealed to him. He had considered it but has not been able to make up his mind. However, he can think of no alternative. He indicated that he was interested in coming again and working through the problem of a choice.

III. *Clinical synthesis of problem.* Dentistry seems to be an appropriate goal for this student. He will have the bulk of the training required for entrance already. His interests and level of ability plus his mechanical aptitude suggest that this might be a reasonable field for him. Such a field would also satisfy his aspirations for professional status.

IV. *Diagnosis.* Vocational indecision.

V. *Counseling techniques and their effectiveness.* Test interpretation with some discussion; indirect questioning concerning his plans. Rapport was good.

VI. *Prognoses.* Probable success in dentistry. Almost certain not to be admitted to premedicine.

VII. *Follow-up.* Voluntary return.

11/4/47. I called Mr. Kramer and gave him information from the tests and interviews. James is now planning on dentistry.

Mr. Cunningham

CASE 9

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

PRELIMINARY INTERVIEW

	Case Number <u>30861</u>
	Date <u>1/21/47</u>
Name <u>James Smith</u>	Interviewer <u>Jane Wold</u>
I. Client's statement of his problem.	IV. Diagnosis.
II. Clinical data.	V. Counseling techniques and their effectiveness.
A. From interview.	VI. Prognoses.
B. From other sources.	VII. Follow-up.
III. Clinical synthesis of problem.	

University of Minnesota
Division of Testing
Minneapolis, Minn.

Jan. 21, 1947

Gentlemen:

I am interested in the Strong vocational aptitude tests which you have available, inasmuch as I have planned on returning to school next fall.

Would you please advise me as to the amount of time needed to complete the entire series of tests? The nature of my present employment is such that I must secure written approval in advance for absences in excess of two days.

Yours very truly,

James Smith

Mr. James Smith
Becker, Minn.

January 24, 1947

Dear Mr. Smith:

The following information may give you some indication of the Student Counseling Bureau's services as well as the time involved.

Sometimes clients can be helped through tests, and sometimes they receive more help through discussing their problems with a counselor. You may discuss these ways of getting help with the counselor, but you will decide upon the procedure to be followed.

Should you desire testing, there may be as much as eight hours of testing preceded and followed by interviews with a counselor. Approximately five days are required for this work to be completed. If problems are of a more personal nature, arrangements may be made to see a counselor several times to discuss them with him until you feel you have cleared up the problem or are unable to gain assistance through this means.

If you are planning to attend the University of Minnesota within one year, the fee for testing and counseling is one dollar. If you are not planning to attend the University of Minnesota, the fee is ten dollars but arrangements can be made only on special approval of the Director of the Bureau. It is necessary to write for an appointment well in advance in order to assure arrangements that will be convenient for you.

If you have any further questions or would like to make an appointment at the Bureau, please do not hesitate to write us again.

Sincerely yours,

John G. Darley
Director and Professor
of Psychology

Feb. 28, 1947

Student Counseling Bureau
University of Minnesota
Minneapolis 14, Minn.

Gentlemen:

Last month I wrote to you requesting information about the counseling services available at the University. In your reply, you stated that appointments should be arranged for well in advance in order to assure the most convenient time.

My resignation as policeman in this community is to become effective March 31st. Consequently, I shall be free to visit the University during the week of April 7th if that is convenient for you. However, I can come at a later date, should you feel that more time is needed to make the arrangements.

Yours very truly,

James Smith

Mr. James Smith
Becker, Minnesota

March 13, 1947

Dear Mr. Smith:

In accordance with your letter of February 28, we have made an appointment for you to see a counselor on Monday, April 7 at 10:00 A.M.

We trust this meets with your approval.

Yours sincerely,

Ethel J. Beck
Secretary

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number 30861

Date 4/7/47

Name James Smith

Interviewer Jane Wold

- | | |
|---------------------------------------|---|
| I. Client's statement of his problem. | IV. Diagnosis. |
| II. Clinical data. | V. Counseling techniques and their effectiveness. |
| A. From interview. | VI. Prognoses. |
| B. From other sources. | VII. Follow-up. |
| III. Clinical synthesis of problem. | |

I. *Client's statement of his problem.* He wants to take vocational guidance tests.

II. *Clinical data.* He is a defensive, ill-at-ease 30-year-old man who is planning upon coming to the University this summer or fall. At present he is the policeman at Becker, Minnesota. Just recently he resigned and has no plans for utilizing the time between now and when he begins school. Back in about 1936-37 James completed two years of junior college. He feels that he gained a good start on his premed work at this time except for chemistry. James presented his transcript which was largely made up of A and B grades.

James's claimed interest in psychiatry seems to rest on shaky ground. Probably he is more interested in finding out (he referred to himself as being introverted) about his own personality make-up

than anything else. He has done no professional level reading in the field and knows little about the course requirements. His attitude towards his policeman job was almost one of disdain.

James expressed fear regarding the tests, saying that undoubtedly he would have forgotten a great deal, etc. He also said that friends of his had told him not to place too much confidence in the test results. When leaving he thanked me "for all the help I had been."

IV. *Tentative Diagnosis.* Emotional personality problems. Unwise vocational selection.

D.S. Form 213-1-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. 30861

Name James Smith

College PC

Class Jr. Sex M Age 30

DATE	NAME OF TEST	R.S.	PER- CENT- TILE	NORM GROUP
	H.S. Scholarship		94	
4/47	A.C.E. (1937) TOTAL	126	96	1938 Univ. Fr.
	Completion	31	99	1937 SLA GC Fr.
	Arithmetic	32	96	"
	Artificial Language	13	34	"
	Analogies	17	47	"
	Opposites	33	86	"
4/47	Ohio Psych (18) TOTAL	120	98 70	SCB Fr. ('39) Ed. Grad.
	Opposites	28	85	
	Analogies	52	100	
	Reading Comp.	40	88	
10/39} 10/47}	Miller Analogies (A)	51 84	2 97	SLA Soph. Ed. Jrs. Group A
4/47	Coop. Eng. (1938-OM) TOTAL	261 258	97 50	1938 SLA GC Fr. SLA Soph.
	Usage	133 140	78 20	"
	Spelling	43 43	97 92	"
	Vocabulary	86 75	99 63	"

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	G.E.D.			
	1. Eng. Expression	S.S.		Type I Inst.
	2. Social Studies	S.S.		"
	3. Natural Science	S.S.		"
	4. Literary Materials	S.S.		"
4/47	Coop. Reading Comp. TOTAL	224	73	Nat'l Jrs.
	Vocabulary	82	89	
	Speed	79	84	
	Level	63	34	
10/39	Coop. Culture P TOTAL	267	74	SLA Soph.
	H. & S.S.	99	78	
	Lit.	34	33	
	Sci.	50	68	
	F.A.	51	72	
	Math.	33	82	
	Minn. Clerical Apt.			
	Numbers			Gen. Pop-()-Cler. Wrk.
	Names			" "
	Minn. Personality Inv.			U. of M. Fr.
	1. Morale			
	2. Social Adj.			
	3. Family			
	4. Emotion			
	5. Econ. Cons.			
10/39	Lit. Comp. Speed	59	53	SLA Soph.
	Level	65	50	"
10/39	Cont. Affairs	151	80	"
3/35	CAT (1934)	57	71	SLA fr.
3/35	English (1934) U	101	87	"
	S	44	80	"
	U & S	145	87	"
3/35	Gen. Science	66	66	"
3/35	Cont. Affairs	157	90	"

D.S. Form 213-2-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

S.C.B. Case 30861

Name James Smith College PC
 Class Jr. Sex M Age 30

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	COOP. CULTURE () TOTAL			SLA Soph.
	H. & S.S.			
	For. Lit.			
	Fine Arts			
	Science			
	Math.			
4/47	Coop. Gen. Math. HS-P	45	82 27	SLA Fr. '39 2 yr. HS IT
	Coop. Chemistry ()			
	Coop. Algebra			
	Coop. Social Studies			SLA Fr. '39
4/47	Coop. Natural Science	47	65	
	Iowa Math. Apt.			
	Iowa Chem. Apt.			
	Johnson Science			
	Minn. Tests in Medicine TOTAL			Pre-Med.
	1938 Class of Terms			
	Spatial Relations			
	Problem Solving			
	Relevancy			
	Science Information			
	Science Survey			
	Bennett Mec. Comp.			Cand. for Tech.
	Revised Paper Form Board			IT Fr. '41

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	Bell Adjustment Invent. TOTAL			Descrip'n of Adjustment
	() Home			"
	Health			"
	Social			"
	Emotional			"
	(Occupational)			"
10/47	Coop. Eng. "R" Higher Level:			Educ. Jrs., A Group
	Total	370	90	
	Mech.	177	99	
	Eff.	62	67	
	Reg. Comp.	131	84	
10/47	Coop. Math. "T"	57	94	"
10/47	Coop. Soc. Stud. "T"	78	91	"
10/47	Coop. Nat. Sci. "T"	51	56	"

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME James Smith Case Number 30861
 COLLEGE _____
 DATE 4/11/47

Summary:

James is a tense, friendly, rather meek-appearing man who until recently has been employed as the policeman of Becker, Minn. He has always disliked the routine and detail involved in the job, but for the last ten years (including service when he was a painter) he has been unable to break away from it. He has completed two years of superior college level work in 1938-1939.

Most of this interview did not deal with the ability or interest factors, but was instead largely in the sphere of personality adjustment. During the interpretation of the Multiphasic, James really opened up and went into an extensive history of his problems. James states that he has always been ill at ease in social situations. He has realized

that he "could use a psychiatrist," but only recently has decided to take positive steps to improve his general adjustment. Always he has experienced difficulty in relaxing with other people, being extremely inhibited. He has never learned to dance even passably well and has been trying to get himself to take private lessons. He has a tendency to berate his own ability and accomplishments and is never satisfied with his own achievements, having a tendency to be overconscientious. When things would go wrong, he would worry himself sick, and that would bring on his migraine headaches.

Although James would like to marry and raise a family, he has almost given up on this, feeling that he has nothing to offer a girl. After discharge from the service he almost married, but hesitated to ask the girl, believing that his job was not good enough. Since quitting the job, James has had no regrets; in fact, he has felt better. Many of his friends have been encouraging him to make the break. He is planning upon entering the University this summer.

During the preliminary interview, he expressed interest in only psychiatry as a possible vocational objective. He realizes that part of his interest in psychiatry is tied up with his own inability to work out a satisfying personal adjustment, but he feels that it is more than that. He wants to help other people. In addition, the prestige and security of an MD degree appeal to him. In the preliminary interview, I suggested that he have a talk with someone connected with psychiatry before returning. James talked to Dr. Janes, of the neuropsychiatric division of the University hospital, who stressed the length of the training (11 years) for a man already 30, but said that "it would be possible, but would it be worth it?" I suggested that perhaps going into psychiatry appealed to him as an escape from his social and marital problems as he could probably find a much shorter course that would interest him. He answered that this might be true.

We talked over other vocational possibilities. He does not like the "indefiniteness" of the social sciences. He was not interested in teaching, but did express some interest in high school level counseling. For the time being at least he has his sights on psychiatry. I mentioned the services offered at the Mental Hygiene Clinic and James stated that he would not hesitate to take advantage of them when he assumes student status. Near the end of the interview he said, "I guess my problem is mainly in the personal adjustment area. If I can get this straightened out, probably I will feel differently about a vocational choice." He took down my name and said that he would probably be in again this summer.

I believe that the interview had cathartic value as I doubt that James had talked through many of the above problems previously.

In addition, I believe that it clarified to some extent James's attitudes toward himself. He seemed relieved that he had finally been able to make the break from his job.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME James Smith Case Number 30861
COLLEGE _____
DATE 6/10/47

Summary:

I began this interview by asking James how things were coming along. He replied that he had been in quite a turmoil recently. Since our last talk he had loafed for a couple of months. He had recently obtained a room eight blocks off campus where he intends to stay while he is a student. He remarked that he believed that he had been too inactive for his own good during the last few months and that he had not gotten out enough socially. He did contact a psychiatrist whom he has seen for one appointment. Incidentally, he had another appointment with this same psychiatrist this afternoon. He stated that Dr. Munn had tended to discourage him from going into so arduous a course as the psychiatry objective would demand. He also felt that James ought to get out more with other people in social situations. When Dr. Munn discouraged him from entering psychiatry, James claimed that he got quite stirred up, as he had tentatively decided upon medicine as a goal. Recently he has been seriously considering Education but is still undecided. Also, the closer he gets to the school situation, which for him is very threatening, the more worried he becomes concerning the adequacy of his ability to do satisfactory work. During this interview he himself began to build up a case against psychiatry, saying that if he did go into this it would mean postponing marriage for a great number of years. Also, he felt that he ought to have time to get out and do things rather than spending the majority of his time studying. James also verbalized some doubt as to the practical value of psychiatric therapy. He felt that in order to be thoroughly analyzed, he would have to use up a great deal of his savings. He had a sneaking suspicion that dancing lessons at Arthur Murray's would increase his self-confidence and would do him just as much good. At any rate, he intends to continue with psychiatric therapy for some time at least.

Looking back into his own history, he can see how his emotional problems have been built up. He points out that actually doing something about them is another thing.

James went over some of the material that was covered in the last interview. However, he did emphasize his feeling of being extremely ungainly and homely in appearance. When younger, back in his high school days, he did not feel this way and consequently was not as painfully self-conscious as at present. When he gets out on a dance floor he stiffens up, feeling that all eyes are on him. Finally he stated that any day now he was going to push himself into Arthur Murray's. Essentially he feels that he is really a family man. Before coming down here he stopped in a small town to visit one of his Army buddies, and he found the experience very satisfying. He also was impressed with the liveliness of the small town and he began to think that being a teacher in a small town might have advantages. He is somewhat worried about just how he is going to be able to get to know suitable women friends. He commented that the average coed here on campus seemed far too young for him. Also, he does not have friends in the Twin Cities who can introduce him to young women. Once he learns how to dance he believes that he will try taking in a few public dances. At Junior College during depression times, when James was just out of high school and at the time when most boys at least had begun to date, he seldom asked a girl out because he never felt that he had sufficient funds to show her a good time. He seems quite concerned about the fact that he may never have a family and all of the good things that go with this relationship.

James expressed interest in finding out more about what the College of Education had to offer him, and also information regarding course curriculum. I suggested that he have a talk with Professor Dunger. I also invited him to come in at any time to talk over any problem or just generally talk about how things are coming along. He eagerly accepted my invitation. James seems to be pretty much on his own here at the University and today was in need of a great deal of reassurance, which I tried to give him. Now that he has made the break from the old job, he is afraid that he will go into some field in which he cannot be a success. Verbally at least he certainly does not regret making the break. Before going out the door he mentioned that he had had butterflies in his stomach most of the time lately. In the last two weeks he must have been forced to make quite a few adjustments, to go through quite a few challenging situations which would be quite a contrast from his sheltered home life and certainly traumatic for him.

6/11/47. I called Dr. Dunger with the intent of giving him some background on James, who was interested in talking with a repre-

sentative of education. Dr. Dunger stated that James had been in to see him but that he was unable to talk to him at the moment and has an appointment with him for tomorrow at 10:00 A.M. Dr. Dunger expressed the feeling that Education hesitated to accept people for training in this field who had serious personality problems. I explained that James had not decided upon Education but that it was one of the alternatives he was considering. Dr. Dunger will call me after talking with James.

If only James could have some successful experiences, I feel that his personal adjustment would improve greatly.

6/13/47. Dr. Dunger called to report that he had met with James Smith. In the interview he told James that for a year a general S.L.A. course would be advisable. During this time James should get into more social activities and just generally strive for a better personal adjustment. After this year, providing progress had been made in the general adjustment area, Dr. Dunger would consider him for entrance into the College of Education. Providing James took the right courses in S.L.A., postponing his entrance into the College of Education for a year would not set him back.

D.S. Form 207

SUMMARY INTERVIEWS

NAME James Smith Case Number 30861
COLLEGE _____
DATE 6/20/47

Summary:

James comes in to just sort of talk about his progress since my last talk with him. During this interview I noticed a change in his behavior. He seemed more relaxed, more sure of himself, and less tense. He expressed himself with less hesitation than previously and laughed more easily. He came in with a great stack of new books and notebooks that he had just received. James began the interview by telling me that he had had a talk with Dr. Dunger, who suggested that he take a general program for a year or so before applying for entrance into the College of Education. In addition to talks with Dr. Dunger, James has also been over to talk to Mr. Slenker. He received information concerning social work from Mr. Slenker who helped him plan his summer program. The first session James will be taking four credits of psychology lab and The Family from Professor Kinder.

Second session he has signed up for another sociology course and the beginning speech course. During the interview he expressed some concern regarding the fact that he feels as though he is already somewhat behind, but also expressed the feeling that he was sure he could catch up. He seemed like a tickled kid when he told me that he had been down to Arthur Murray's and had had two lessons and was signed up for a very thorough course consisting of 60 one-hour lessons. He is very enthusiastic about this dancing and he has found his two lessons enjoyable and not too difficult. This quarter he plans to continue them on Saturday afternoons and finds himself looking forward to the time. He had also made another good move consisting of joining the Wesley Foundation. He eats three meals a day there at a very reasonable price plus three hours of his time a week. The good part of this eating system is that the students sit around a long table in the basement of the church, which tends to make for informal conversation. Although there are only a few girls who eat at this place, James states that he has met quite a few fellows through it already.

Today James did not seem to be in need of any great reassurance. I am very pleased that he has made so much progress and has taken active, positive steps to improve his general adjustment. I hope that he can have some success experiences such as getting good grades on his psychology lab reports or a better than average grade in his first quiz next week. He mentioned that he had already begun to think about his term paper for The Family and thought that he would write on the topic of "Like Marrying Like." I invited him to return whenever he wished and I believe that he will probably be back within a couple of weeks.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME James Smith Case Number 30861
COLLEGE PC
DATE 7/30/47

Summary:

James came in, I believe, with the intention of just talking over his first summer session experiences and achievements. He seems quite pleased with the way things are working out, stating that he feels much more confident than he did earlier in the summer. Al-

though he didn't set the University on fire during the first summer session (C, B in psychology lab and C in The Family), he believes that his grades will pick up this session. While he enjoyed psychology lab very much, the material during the summer is handed out at a very rapid rate and he found that he spent most of his time on that course to the neglect of his sociology. This session he is taking another sociology course and speech, which should be good for him.

James's social life is still pretty much confined to shows and his dancing lessons but he claims that he had little time for any more than this during the last six weeks. Today he expressed a desire to enter the College of Education this fall rather than waiting another year as Dr. Dunger had suggested. He feels that he is quite sure of Education and is anxious to actually dig into Education courses. While Dr. Dunger was actually more leary of James's emotional problems than lack of interest in teaching, James has preferred to pick up the latter. I brought up the possibility of retesting the Multiphasic at this time. Although this suggestion was threatening, James expressed a willingness to do so. Before he has another talk with Dr. Dunger, I would like to compare a recent Multiphasic with this mountain-range April profile.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME James Smith Case Number 30861
COLLEGE _____
DATE 8/6/47

Summary:

Before talking to James again I wanted to talk to Dr. Dunger and get a better idea of his attitude toward James's entering the field of education. Since Dr. Dunger talked with James early this spring, he has had no further contacts with him except a casual meeting upon the campus. Today Dr. Dunger seemed to feel that James should definitely begin to consider other alternatives. He mentioned that one evening outside the Wesley Foundation he had bumped into this student. Dr. Dunger mentioned that James seemed very ill at ease and was self-conscious about the fact that he was smoking. Dr. Dunger suggested that I mention an occupation that would involve contact with people but would not require leadership of any kind. As a possibility he brought up library work. Generally he gave me

the feeling that he would not consider entrance into the College of Education for James. I brought up James's new and much less elevated Multiphasic.

James came in today for an interpretation of his recent Multiphasic. He seemed rather pleased with this but was anxious to get on to the question of his entering the College of Education this fall. I told him that Dr. Dunger seemed to feel that some other field which would not require such challenging personal relationships might be more appropriate. To this James replied that he was sure that he could handle the class situation and generally felt quite confident about this. He asked if he might go over and have a talk with Dr. Dunger. I answered that if he wished I saw no reason why he shouldn't. However, it seems unlikely that he will be able to get into the College of Education fall quarter, and as he has more than the requisite 90 credits of junior college work, he should enter senior college. In order to do this, he will have to select some area of specialization. In this respect he intends to get an adviser over in the social work department to help him work out a program that would closely parallel his junior year requirements in the College of Education for a social science major. Although he must have been very disappointed with my views concerning Dr. Dunger's feeling, he did not appear to be taken aback. At least for this year he will probably end up with a sociology or social work major in the senior college in S.L.A.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME James Smith Case Number 30861
COLLEGE _____
DATE 10/7/47

Summary:

Today James just came in to let me know how things were coming along. He is registered for the fall quarter and will be carrying 14 credits. Second summer session he came out with a couple of B's which surprised him as he had not expected to do so well. Also after my last talk with him he went to speak to Dr. Dunger about registering in the College of Education. Actually, James was already in the college as his registration back in the '30's still held over. Dr. Dunger accepted him and he will be majoring in the social sciences in this school. James has also had a talk with a Bureau of Veterans' Affairs

counselor about taking his fifth year of work in educational psychology, getting an M.A. James stated that he told the BVA counselor that he thought his own personal problems might help him in becoming a good counselor. Generally, he seems to be progressing very nicely academically and socially. I do not think that there will be much need for him to come in again, but he may drop in now and then just to report on his progress. Before leaving he said that he thought his counseling contacts had been very helpful and thanked me. He still tends to be considerably more tense than the average person, but probably this will always be true. The improvement is really gratifying.

April 27, 1948

Dr. Burt Jewell
Mental Hygiene Clinic
Student Health Service

Dear Dr. Jewell:

Re: James Smith

I have had seven contacts with this client over a period from April, 1947, to October, 1947. Enclosed you will find profiles summarizing the test results on file for Mr. Smith. This client first came in to the Bureau stating that he had just recently resigned from his post as policeman at Becker, Minnesota. He went on to tell me that he had always disliked the routine and detail involved in the job but for a number of years had been unable to make himself break away from it. He mentioned that he had completed two years of superior college level work back in 1938 and 1939. Incidentally, tests indicate very superior scholastic potential. Also, the Strong Vocational Interest Test indicates interests most like those of men successfully engaged in social-service welfare and scientific professional occupations. During my interpretation of the Minnesota Multiphasic James opened up and went into an extensive history of his problems. He stated that he had always been ill at ease in social situations, and realized that he "could use a psychiatrist." Always he has experienced difficulty in relaxing with other people, being extremely inhibited. He mentioned that when things would go wrong on the job he would worry himself sick, bringing on migraine headaches. During this first interview James stated that he would like to marry and raise a family, but that he had almost given up on this, feeling that he had nothing to offer a girl. After discharge from service he almost got married, but hesitated to ask the girl, believing that his job was not good enough. He claimed that since quitting his job he had felt considerably better. Considering his extreme self-concern, it is not surprising that he talked in terms of psychiatry as a vocational objective at this time.

I next saw this client in June, when he had just entered the first summer session. He mentioned that he had contacted a psychiatrist

—Dr. Munn located in the Medical Arts Building—whom he had seen for one appointment. Dr. Munn, like myself, had discouraged James from going into college with psychiatry as a goal. He mentioned, too, that the closer he gets to the school situation, the more he becomes concerned regarding the adequacy of his ability to do satisfactory work. James mentioned at this time that he was most seriously considering Education. I referred him to Dr. Dunger in order to talk over the possibilities in this area. About this time I had a number of phone conversations with Dr. Dunger, who felt that James should definitely consider other alternatives than teaching. Dr. Dunger suggested that I mention an occupation that would involve contact with people, but would not require leadership of any kind. As a possibility he brought up library work.

I last saw this client in October, when he said he came in to let me know how things were coming along. He reported that he had received B's during the summer, and mentioned that he was surprised that he had done so well. He had his College of Education program pretty well lined up, intending to major in the social sciences. In this interview he still seemed to be extremely tense, but not quite so tied up in knots as a year ago. Recently I talked to one of the advisers in the College of Education office. He checked James's file and reported that he had received practically all A's fall and winter quarters.

If amplification of the above is desired, please call me at any time, and I will be interested in talking this case over in greater detail. Even though this client had success experiences in the school situation, he still seemed to manifest extreme feelings of anxiety and insecurity. I would appreciate it if I could get some information regarding how he is coming along at the present time.

Sincerely yours,

Jane Wold
Counselor

CASE 10

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number 28533
Date 6/12/45
Name June Sommers Interviewer J. G. Darley

- | | |
|---------------------------------------|---|
| I. Client's statement of his problem. | IV. Diagnosis. |
| II. Clinical data. | V. Counseling techniques and their effectiveness. |
| A. From interview. | VI. Prognoses. |
| B. From other sources. | VII. Follow-up. |
| III. Clinical synthesis of problem. | |

June 1, 1945

University Testing Bureau
University of Minnesota
Minneapolis, Minnesota

Gentlemen:

I would like to make an appointment with you for June Sommers for the vocational guidance tests. She will be a sophomore there this fall, and she would like to take these tests some time between now and June 24. The sooner you can give her an appointment, the more convenient it will be for her.

Yours very truly,

Mrs. Carl O. Sommers

June 5, 1945

Mrs. Carl O. Sommers
Endicott, Minnesota

Dear Mrs. Sommers:

We have made an appointment for June Sommers to see a counselor at 10:00 A.M., Monday, June 12. She may begin taking voca-

tional guidance tests immediately after seeing the counselor and should plan on spending two days testing. We have also made arrangements for her to see the counselor again on Friday, June 16, at 2:30 P.M., at which time he will interpret her test results for her.

If the above dates are not convenient, please let us know.

Very truly yours,

Ethel J. Johnson
Secretary

6/12/45

I. *Client's statement of his problem.* She wants to find out what she'd be good in. She wanted to take tests.

II. *Clinical data.* June doesn't really expect to find any real career drive. Her freshman year led her to believe she wasn't too strong a student (C average). She admits she has no strong career drive. She has had one quarter of subfreshman English, which means no teaching in that field.

She hopes to try a sorority this fall.

IV. *Diagnosis.* No problem; she will probably complete an ordinary liberal arts major.

D.S. Form 208
(Revised 1945)

Date June 12 1945

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjust-

ment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential.*

Name Sommers June C. Sex Female
 Last First Middle
 Present Address Minneapolis Phone _____
 Home Address Endicott, Minnesota
 Age 18 Date of Birth Sept. 1, '26
 Place of Birth Minneapolis Religious Preference Congregational
 Marital Status: Single x Married _____ Divorced _____
 Widowed _____ Separated _____
 Father Living Yes x Mother Living Yes x
 No _____ No _____

Check any of the following which are applicable:

Parents still married x Parents divorced _____
 Parents separated _____ Father re-married _____
 Mother re-married _____

If Father not living,
 Name and Relationship of Guardian _____
 Father's Name Sommers Carl Father's Age 48
 Last First
 Father's Home Address Endicott, Minnesota Mother's Age 42
 Father's business or occupation: Name of firm or employer Department
 store
 Father's title, position or nature of work Cashier

 Mother's Occupation Before Marriage Student
 Mother's Present Occupation Works in store
 Father's Birthplace Independence, Missouri

Mother's Birthplace Browntown, Texas
 Father's Education College—3 years.
 Mother's Education University—4 years—didn't graduate

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
1.	<i>Ruth J.</i>	<i>f</i>	<i>21</i>	<i>Jr. Cadet Nurse</i>	<i>No</i>	<i>Nursing</i>
2.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____

Name of preparatory or high school Independence High
 Date of Graduation May, 1944
 Type of course taken _____ Size of high school senior class 16

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
<i>University of Minnesota</i>	<i>F '44-Su. '45</i>	
_____	_____	_____
_____	_____	_____

If not already attending the University of Minnesota, when do you expect to enter? _____

You will find listed below several kinds of leisure time activities. *Draw a circle around each of the activities in which you engage frequently.* Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I. Individual Activities—either organized or unorganized.

A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc. _____

B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.

(specify) _____

C. Reading, theatre, concerts, art museums, lecture, dance recitals _____

II. *Group Activities—either organized or unorganized.*

D. (all team sports—such as): Football, baseball, basketball, volleyball, hockey _____

E. Dancing, "dates," bridge, poker, picnics _____

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc. _____

G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc. _____

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc. _____

What extra-curricular activities do you expect to participate in at the U. of M.? (As fraternity, basketball, etc.) Sorority—Y.W.C.A.

What types of books or articles interest you? (Fiction, biography, scientific, etc.) Fiction, biography

What magazines do you read most frequently? Reader's Digest, Good Housekeeping, Home Beautiful

Answer the following questions *only* if you have attended or are attending a University.

What is (or was) your major? Sociology

What year are you in? Soph.

How many hours of study do you put in during the week (on the average)? 22

Are you engaged in any outside work while attending the University? Yes, formerly

If so, what is the nature of this work? Waitress

How much time does it take each week? 20 hours

Who is your employer? University of Minnesota

TO BE ANSWERED BY EVERY STUDENT

(did you decide)

Why (are you deciding) to come to college (check as many as necessary or explain below):

- | | |
|--|--|
| _____ To get a liberal education | <u> x </u> To please parents or friends,
family tradition |
| _____ To prepare for a vocation | _____ To learn more of certain sub-
jects |
| _____ For the prestige of a college
degree | _____ It was the "thing to do" |
| _____ To be with old school friends | <u> x </u> Foregone conclusion, I never
questioned why |
| <u> x </u> To make friends and helpful
connections | _____ Will enable me to make more
money |
| <u> x </u> For social enjoyment, "col-
lege life" | <u> x </u> To get a general education |
| _____ Without a college degree (or
training) there is less chance
of getting a job | |

Explanation _____

What other type of training have you considered besides a University education? _____

How does your family feel about college work? (Check one)

- _____ Doesn't care what you do.
- _____ Opposed to your going to college.
- x Wants you to go to college.
- Comments Very insistent
on fact.
- _____
- _____

Plans for your financial support in college: (Check one)

- _____ Entirely supported by family
- x Part-time work will be nec-
essary (about how many
hours a week?) Earn room
and board
- _____ Total self-support will be
necessary (about how many
hours a week?) _____
- _____ G.I. Bill
- _____ Vets Rehab. Training
- _____ State Aid
- _____ Scholarship
- _____ Other

List in chronological order all your civilian *work or employment experiences* to date (*including part-time or summer jobs*):

<i>Firm</i>	<i>From</i> (give year & month)	<i>To</i>	<i>Nature of Work</i>	<i>Salary</i> (per month)
<i>University of Minnesota</i>	<i>June 15–July 28</i>		<i>Waitress</i>	<i>58¢ hr.</i>

Which of these jobs did you like best? *All too apparent*

Why?

List, *in order of preference*, five occupations in which you would like to earn your living. *Do not consider your abilities or job opportunities in making this list.* Just consider whether or not you would be happy in the work.

REASONS FOR INTEREST IN THESE OCCUPATIONS	
OCCUPATION	
1. <i>Social worker</i>	<i>Interested in people</i>
2. <i>Journalist</i>	<i>Have always wanted to write. Unfortunately ability doesn't coincide with desires.</i>
3. <i>Teach math</i>	<i>Like the subject.</i>
4. <i>Teach English</i>	<i>Like the subject.</i>
5. <i>Cashier—Banker</i>	<i>Wishful thinking</i>

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Married—happy—
fairly well to do*

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

- 3 Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.
- 2 Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.
- 1 Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.

- _____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.
- _____ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.
- _____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.
- _____ Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? Sociology

What other possibilities have you considered? Teaching, Nursing

When did you make your present choice? (give the year) 1945

Why did you make this choice: (check reason or reasons)

- | | |
|---|---|
| <u>x</u> Family suggestion or tradition | _____ It is most profitable financially |
| _____ Friend's or teacher's advice | <u>x</u> It is best suited to my abilities |
| _____ The vocation of someone you admire or respect | _____ Chosen as being most interesting intellectually |
| _____ Suggested by study in school | _____ Choice made on my own responsibility |
| _____ Suggested by study in college | |
| _____ A long personal interest in the work | |

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain and satisfied _____ Uncertain _____ Very questionable x

How much information have you about the requirements of the vocation you are choosing? None _____ Some x Extensive _____

What vocation do (or did) your parents want you to follow? Sociology or journalism

Why? Mainly to have a major—just 2 vocations of many

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

Have you any physical disabilities? (describe) Eyes

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough_____	_____	Hearing defects	_____
Mumps_____	<i>x</i>	(specify)_____	_____
Measles_____	<i>x</i>	Typhoid fever_____	_____
German measles_____	_____	Smallpox_____	_____
Chicken pox_____	<i>x</i>	Diabetes_____	_____
Encephalitis_____	_____	Stuttering_____	<i>7x</i>
(sleeping sickness)	_____	Stammering_____	_____
Epilepsy_____	_____	Other speech defects_____	_____
Infantile paralysis_____	_____	Hernia_____	_____
Any other kind of	_____	Other physical de-	_____
paralysis_____	_____	fects_____	_____
Tuberculosis_____	_____	Fainting spells_____	_____
Pneumonia_____	<i>5x</i>	Convulsion or fits_____	_____
Influenza_____	<i>x</i>	Dizziness_____	_____
Any unexplained respira-	_____	Tingling_____	_____
tory disorder_____	_____	Frequent or persistent	_____
Malaria_____	_____	headaches_____	<i>x</i>
Chorea (St. Vitus Dance)	_____	Frequent or persistent	_____
_____	_____	backaches_____	_____
Rheumatic fever_____	_____	Eye defects	_____
Scarlet fever_____	<i>5x</i>	(specify)_____	_____
Heart disease_____	_____	Others (specify)_____	_____
Nervousness_____	_____	_____	_____
Sleeplessness_____	_____	_____	_____
Exhaustion_____	_____	_____	_____

Comments or remarks:

Underline any of the following words which describe your general make-up:

persevering, friendly, patient ?, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious to a degree, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

- _____ Living at home with my family.
- ☒ Living in a University Dormitory or Cooperative House.
- _____ Living in a rooming house.
- _____ Living in a fraternity or sorority house.
- _____ Living in the home of an employer, of friends, or of relatives.
- _____ Living in my own apartment.
-
-

From what person or other source did you hear of the Student Counseling Bureau?

Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have *not* been able to solve adequately, place a check (✓). After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

Check Here

1. I usually feel inferior to my associates. _____
2. I have been unable to determine how much time I should study. _____

Check Here

- | | |
|--|----------------------|
| 3. I have too few social contacts..... | _____ |
| 4. I have difficulty in making friends..... | _____ |
| 5. I do not know how to obtain the money I need..... | _____ |
| 6. I have been unable to determine what I am best able
to do..... | _____ <i>x</i> _____ |
| 7. I do not know how to take good lecture notes..... | _____ <i>x</i> _____ |
| 8. I do not get along well with my parents..... | _____ <i>x</i> _____ |
| 9. I often have difficulty in keeping friends..... | _____ <i>x</i> _____ |
| 10. I am unable to determine what I would like to do..... | _____ <i>x</i> _____ |
| 11. I have not obtained parental approval of my vocational
plans..... | _____ |
| 12. I do not have enough to talk about in company..... | _____ |
| 13. I receive inadequate financial help from my family..... | _____ |
| 14. I do not know how to outline text-book assignments.... | _____ |
| 15. I am unable to get along with my brothers and/or sisters | _____ |
| 16. I have been unable to make a satisfactory religious ad-
justment..... | _____ |
| 17. I am not interested in my studies..... | _____ |
| 18. I do not have enough information about job opportuni-
ties and duties..... | _____ |
| 19. I am frequently embarrassed when with others..... | _____ |
| 20. I usually do not enjoy being with members of the oppo-
site sex..... | _____ |
| 21. I am unable to do my work well because of too many
social activities..... | _____ |
| 22. I usually do not know how to act in company..... | _____ |
| 23. I usually cannot read fast enough to cover all of my as-
signments..... | _____ <i>x</i> _____ |
| 24. I usually have difficulty understanding what I read..... | _____ |
| 25. I do not know what the most appropriate training is for
my chosen career..... | _____ |
| 26. I do not know if an education is worthwhile..... | _____ |
| 27. I feel guilty about something I have or have not done.. | _____ |
| 28. I have so much outside work to do that I am neglecting
my school work..... | _____ |
| 29. I have trouble making myself study..... | _____ <i>x</i> _____ |
| 30. I lack self-confidence..... | _____ |
| 31. I am dissatisfied with my state of health..... | _____ |
| 32. I do not know how to improve my personal appearance. | _____ |
| 33. I do not know how to break certain habits I have..... | _____ |

Other problems _____

Chief problem _____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
English	<i>B</i>	<i>B</i>	<i>A</i>	<i>B</i>	
Speech					
Journalism					
French					
German					
Spanish					
Latin			<i>B</i>	<i>B</i>	
Elementary Algebra					
Plane Geometry	<i>B</i>				
Higher Algebra			<i>B</i>		
Solid Geometry					
Trigonometry					
Ancient History					
Medieval History					
Modern European History					
English History					
American History		<i>C</i>	<i>B</i>		
C. L. P.					
Civics					
Social Science					
Sociology					
Economics					
General Science	<i>C</i>				

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Biology					
Chemistry		<i>B</i>		<i>D</i>	
Physics					
Shorthand					
Typing					
Junior Business Training	<i>B</i>				
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing					
Electricity					
Manual Training—Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME June Sommers Case Number 28533
 COLLEGE S.L.A.
 DATE 6/16/45

Summary:

This interview was a follow-up from the preliminary on June 12th with Dr. Darley. As a consequence of the earlier interview, the test battery was recommended and results found as follows.

Test Data: Strong Vocational Test for Women showed A patterns of interest for the fields of general office and steno-secretary, and B-plus pattern for housewife. The Kuder Interest Test provided the

90th percentile for computational, 85 for social service, 70 for mechanical and persuasive, 50 for clerical, and the remaining were all below the 50th percentile. The Minnesota Clerical Aptitude Test shows both measures of the test giving percentile scores slightly above average. The Cooperative General Math shows a raw score of 38 and a percentile score of 60 for S.L.A. freshmen.

Counseling Procedures: The significance of the test scores was explained to the student, and she was encouraged to apply the information verbally to her particular problem. Her conclusion was that the interests as indicated by the tests would support either the field of social work and sociology or statistics and mathematics. The question of ability for these fields was somewhat obscured by the lack of data on the Ohio Psychological and the lack of agreement between high school scholarship percentile and the ACE taken in 1944. On the basis, however, of her record of a C average during her freshman year in S.L.A., it did not seem unlikely that there was adequate ability for the completion of a degree in either of her chosen fields. In a discussion of University objectives which arose as a consequence of the above, the statement of the student to the effect that the University social situation was ideal in that it provided her with an escape from an unpleasant home environment elicited information concerning the basic conflict between the student and her mother. The mother is a dominating individual who has selected for both her daughters the vocational goal which they should follow and who is disappointed in that this student is not obtaining A and B grades as she feels the student ought to be accomplishing. The student dwelt at some length upon the nature of the emotional problems created by her mother's attitude of dominating the social life of her two daughters, which apparently arises as a consequence of marital difficulties arising between the father and mother of the student. An effort was made to explain to the student the possibility that the mother's attitude was in itself a defense against the unfortunate combination of circumstances which had resulted in an unhappy marriage for her—in an effort to soften the student's attitude of maternal rejection.

VII. *Follow-up.* The student is to return to the Bureau during orientation week, and at that time it seems perhaps her mother will be accompanying her. It was suggested that the student bring the mother into the Bureau and let this counselor go over the test and interest scores with her. Inasmuch as the mother is a University graduate herself, perhaps this will be as good a way as any of making the mother accept the limitations of this student. At that time it is hoped that perhaps the Minnesota Multiphasic and the Ohio Psychological No. 21 can be administered to the student in an effort to more clearly get a picture of basic personality and of capacity.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME June Sommers Case Number 28533
COLLEGE _____
DATE 12/12/45

Summary:

The client dropped in to say that it was necessary for her to find a job in order to remain in the University next quarter. Apparently her family has suffered some financial reverses and can no longer afford to pay her way through school. In an effort to solve the situation, the client had a job promised from a cafe, but her mother had refused to let her take a job as a waitress in a public eating house. The Student Employment Bureau was contacted, and a job was found available for her in the Union as a cashier between the hours of 10:30 and 2:30 in the afternoon in the bag lunch room. Her schedule was rearranged so that it would be possible for her to take this work, but of course it will be necessary for her to get permission and acceptance into the classes before we can be certain if she can have the hours free to do the work. She is to report back later this afternoon after she has been through 108 Folwell.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME June Sommers Case Number 28533
COLLEGE _____
DATE 5/17/46

Summary:

Miss Koepke of the Disciplinary Counseling Office called today asking me what I knew of June Sommers. It seems that their office has become interested in the girl inasmuch as her behavior in the dormitory has involved several minor infractions of the rules. Miss Koepke told me that she has been seeing Miss Sommers off and on and it was her opinion that June had not responded to the counseling as well as most cases. She also got the impression that June would tell me more

than she would tell Miss Koepke about her problems. Miss Koepke said that June's mother has been in town and has visited with Mrs. Cassidy at the dormitory. Mrs. Cassidy provided a full report of the conversation and seemed to have the impression that June's mother is a well-intentioned individual and not at all as dominant as June makes her appear. At any rate, Miss Koepke asked me to call June in for an interview and I agreed to do so. I called Mrs. Cassidy and she said that she would see that June would get over for an interview in the near future.

May 19, 1946

Mr. John D. Foley
213 Administration Building
Main Campus

Dear Mr. Foley: Re: June Sommers

The tests recorded on the accompanying profile were taken at the Bureau during the month of June, 1945. At that time, the student was seeking vocational information and counseling and trying to plan her University program.

She has been seen by the undersigned counselor on two or three occasions. It seems to me that there has been quite a lot of change in the demeanor and the personality of this girl since I first saw her in the middle of last summer. At that time, she told me of her home situation and in particular of the most unpleasant relationship between herself and her mother. As I got the picture at that time, the mother is a dominating individual, a university graduate who has selected for both her daughters a vocational goal which she believes that they should follow. June stated that the basic difficulty was probably the fact that her father and mother did not get along too well and that the manner of getting along at all was by the father taking no active part in planning and running the house. In consequence, the mother has taken over everything, supervising the education, setting the goals and the standards of her daughters, and controlling their social life as much as possible. At that time, she told me that there would be stretches of two or three days during which, due to the conflict with her mother, they would not speak to one another. June was definitely looking toward the University as a means of escaping from the home situation. I did note at that time that she was overemphasizing her need for social recreation.

I saw her again in December of 1945 and she stated that she was not getting the financial support she needed from home and therefore she was planning to take a job around the campus. She had been working as a waitress at a cafe but her mother refused to let her continue. I was able to line up a job for her through the Student Employment Bureau as a cashier in the student union. The girl left a distinctly unpleasant impression when she was seen on this occasion, however.

When she came for the appointment, she brought a friend with her who did not appear to be a University co-ed. She was very heavily "painted up" on this occasion and she looked as though she was doing this primarily to attract attention. Although she smoked during the time of the interview, she did not leave the Bureau after walking out of my office, but she and her friend sat down in the corridor under the "No Smoking" sign and had a couple of cigarettes to fortify themselves. On this occasion, I used the pretext of the University employment to suggest that she take the Multiphasic which she agreed to do but has failed to follow up on.

On every occasion, rapport with June has been excellent although I have not been as certain as I was that she can be relied upon to tell the truth in all situations. As I was the first counselor that she saw after arriving on the campus, she seems to feel that I can help her in most situations. I should have perhaps guessed that something was "in the wind" inasmuch as she made two appointments recently and then failed to show up on either occasion.

Sincerely yours,

H. Wilkes Wright
Counselor

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME June Sommers Case Number 28533
COLLEGE _____
DATE 8/25/46

Summary:

June came in to see me to inform me that she had been dropped from school by Dean Stromburg and had been told that she could not reenter until spring, 1947. It seems that she had been dropped for poor scholarship, but the major difficulty, of course, was personality and behavior. She admitted that she had been spending a great deal of her time in the evening in bar rooms and taverns downtown. She admitted to several escapades of rather unusual nature, and in general stated that her life here on the campus had been pretty much of a complete mess. She was going home at that time to work in the store which her mother owned and in which her father worked. She stated that she felt no real relief from the situation at all and that the situation was one which sooner or later she would completely break away from and if necessary run away from home entirely, leaving no

word as to where she'd gone. I asked her if she could think of any remedy for the situation and she wondered whether or not she might continue to return to the University for counseling during the next quarter or so. I agreed to this on the condition that her mother be permitted to come in and talk to me also so that I might get both sides of the story, for June continues to hold her mother responsible for her own difficulties. It was agreed that I would see June about once every second or third week for a two-hour session and would give her a chance to work out some of her problems with me. I wrote to Mrs. Sommers and told her about it.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME June Sommers Case Number 28533
COLLEGE _____
DATE 8/26/46

Summary:

June dropped in today to request a couple of other vocational guidance tests as she had come to the conclusion that social science was not a suitable field for her major effort. She told me that she had been dropped by the University and was not permitted to return until spring and she doubted very much whether she would return to the University at that time. In the meantime, she is going to work as a sales clerk, her behavior being closely supervised by her mother. I had not had an opportunity to discuss with her the events of the past year. As mentioned in earlier case notes, she had been seen by Miss Koepke in the Disciplinary Counseling Office. Miss Koepke had felt that she was making no progress with June. June referred to Miss Koepke in a most impolite fashion saying that Miss Koepke was the type who, having caught a person in error on one or two occasions, believed that she would do that all of the time when not supervised or watched. June did not say too much about her past year other than that she was out a great deal with a group of students, both boys and girls, who spent the major part of their time in a tavern. She stated that she did not drink too much on any one occasion but did a great deal of steady drinking, although mostly confined to beer. She stated that she knew that she let her course work fail but inasmuch as everything she touched was going bad anyway, it was not a surprise to her that she failed at the University. I talked to her a little bit about her

selection of friends and she stated that she felt drawn to girls with the same ideas as hers. The Multiphasic probably is better than anything in portraying the personality pattern of this girl. The outcome of our discussion is to be found in the letter which I sent to June's mother.

August 29, 1946

Mrs. Carl Sommers
Endicott, Minnesota

Dear Mrs. Sommers:

A couple of days ago June dropped into my office to discuss the possibility of seeking further vocational guidance tests, inasmuch as she believes that her current objective is not suited to her interests and abilities.

I reviewed with June the events of the past year and we agreed that what was needed was a much more thorough review and reorganization of her entire life plan and personal values in order that the educational objective might have some place in a more inclusive organization. It is my belief that no program of education, whether academic or vocational, will be successful until there has been a much more thorough re-evaluation of social and personal attitudes than can be accomplished simply through one or two tests.

I suggested, therefore, that she return to the University Counseling Bureau for a series of counseling interviews during the next several months. It seemed to me that if it could be arranged that she could come in for a two-hour clinical interview every other week, by the time she was ready to return to school a great deal more hope could be held for her future. It would certainly seem at the present time that merely remaining away from the University for a period of several months will not of itself assure any greater success than her experience last year.

I told June that I was going to write to you on this matter because I believed that your cooperation would be essential if the plans were to be a success. May I further add that I would feel much more hopeful of helping June if I were able to see you for a short period when you next visit the Cities?

Yours very truly,

H. W. Wright
Counselor

9/12/46

Mr. H. W. Wright
101 Eddy Hall
University of Minnesota
Minneapolis, Minn.

Dear Mr. Wright:

Because I have been out of town for the last ten days I just received your letter of August 29. Thank you for writing to me. I shall be

glad to cooperate with you in any way you suggest. I have known for a long time that June's sense of values was very much distorted, but I have failed completely in trying to alter it.

I can be in Minneapolis on Thursday the 18th of this month or on Friday, but Thursday is a better day for me. I can see you at any time. Will you please write and let me know when it will be most convenient for you to see me?

Yours very truly,

Mrs. Carl Sommers

September 15, 1946

Mrs. Carl Sommers
Endicott, Minnesota

Dear Mrs. Sommers:

You have been given an appointment with Mr. Wright on Thursday, September 18th, at 2:30 P.M.

If this is not convenient for you, please let us know.

Sincerely yours,

Estelle Maus
Secretary

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME June Sommers Case Number 28533
COLLEGE _____
DATE 9/18/46

Summary:

Mrs. Sommers struck me as a very young-appearing woman of somewhat dominant personality pattern, who might be as unorthodox in her way as her daughter would be in hers. I would have liked very much to have been able to get Mrs. Sommers to take the Multiphasic at the very beginning of the interview to confirm my feelings about her dress, appearance, and method of speaking. She started by telling me in great detail about June's childhood. As a youngster she said June was popular, well liked, and extremely lovable at home. She associated with children of her parents' friends, primarily, and the background of the children was excellent. She related that her own father, that is Mrs. Sommers' father, owned a string of stores in Minnesota and Wisconsin, and about four or five years ago told her that she

was to have this store in Endicott but that inasmuch as the cashier and manager had left, she would have to protect her own interests. Apparently she was able to talk her husband into giving up his job and joining her in this venture. Her description of Endicott and its people portrayed a lot of pent-up emotion. She said that the people there were ignorant and that morals meant absolutely nothing to them. She typified the community by saying that it was the habit of every mature person there to either spend their time getting drunk, or on immoral escapades.

She stated that it was at this time she attempted to exercise the greatest influence over June. She tried to explain to her that the children she found in Endicott were not of her own class, with the result that June eventually came to look upon her mother as a social snob. Her mother stated that June remained gregarious and that she at all times had to have friends. By combating this tendency in June, she developed within the girl a belligerence, combativeness, and complete indifference to her.

Mrs. Sommers referred to the two children, both daughters, in the following way: In that situation the older child became self-sufficient, quiet, and emotionally indifferent to everyone in the family. The younger girl, June, has developed this accentuated feeling of need for friends and people, and need for social acceptance. Mrs. Sommers referred to her husband as a nervous introvert who had left the bringing up of these children entirely to her. She said that there were frequent arguments between the two of them during the early years of their marriage, but that the husband had more or less withdrawn into the background in recent years. I asked if relations between them at the present time were cordial and based upon true admiration for each other and her answer was that she could never admire and respect any man who demanded that his wife wear the pants and make all the decisions. She stated that her own childhood had been most erratic. She had been moved from family to family and she is now determined to give June a nice home and all the things that she, as a girl, had not had. She stated that she and her husband had been able to find no friends in Endicott, but that a year and a half ago they had joined a bridge league in a neighboring town and that they had gotten to know a great many people through that contact. She mentioned by name a Dr. James Byrnes and then added, "But one could hardly say that anyone could respect him, at least for long." Returning to the subject of June, she stated that she believed the real difficulty was that June had a fake sense of values, that she would prefer a cigarette in a third-rate beer parlor to a date with boys of good family background. At

that point she burst in with "I had more personal pride than to do anything like that. I couldn't have done it as a girl." She stated that she had tried to tell all this to June but got nowhere except to cause a blowup between the two of them.

I told Mrs. Sommers as much as I knew about the personality structure of her daughter. I emphasized the tremendous need for social approval and for dependence and placing the responsibility for her exaggerated speaking of this in the environment by failure of the home to provide a natural source of love and affection, and specifically indicated that probably the father could do more at the present time to bring his daughter into line than she could herself. Mrs. Sommers told me of an uncle of June's, a practicing doctor in a small town north of Endicott, and mentioned that perhaps June might be sent to live with them and work in the doctor's office as a sort of receptionist. Inasmuch as June seems to have a very close feeling for this doctor and a great admiration for him, it seems to me that this might be a good solution. I suggested, however, that along with those plans she should certainly try to develop an increased understanding of her daughter's needs, particularly on the part of Mr. Sommers. I suggested that on the days on which June comes down here, that Mr. Sommers might drive her to town, have lunch with her, and perhaps take her to a show in the evening before returning to Endicott. I cautioned Mrs. Sommers against taking too active a role in the proceedings and made it very clear that the success of the program would depend primarily upon the spontaneity of June's father's action toward her. We closed the interview with the plan to have June drop in for two or three sessions at bi-weekly or tri-weekly intervals, and then have Mrs. Sommers return again for further consultation with me.

9/23/46

Dear Mr. Wright:

Before you talk to June on Thursday I thought you might like to know what the situation was here at home.

I talked with June's father about the whole thing. I explained it to him as frankly as you did to me, and he agreed to do everything he could. I do not actually know how June feels about her father's belated interest in her, but her response was immediate, and if not 100%, at least very marked and far greater than I had dared hope.

Friday night he suggested that she improve her bridge game to the point where she could play in tournaments with him. She stayed at home and they dealt out bridge hands for several hours. Saturday evening she went out as usual, but was back in about 30 minutes and asked if he would give her some more bridge lessons. Saturday eve-

ning we had guests. She was home most of the evening and behaved very like a lady. Last night we were both at Southwestern and she said she drove around with another girl for a couple of hours and then came home. I have not verified this.

While we have not come close to penetrating her Iron Curtain, her belligerence is far less marked and she actually appears to be grateful to her father for his interest.

I do not know whether you are interested in this information or not. Toss the letter in the waste basket if it is of no help.

Most sincerely,

Mrs. Carl Sommers

11-19-46

Dear Mr. Wright:

Will you please set a time for June's next appointment and let me know when it is? Most any day but Monday is fine.

Since June saw you last her attitude here has been very much improved. She is always pleasant and cooperative. Last night she went to the first dance she had gone to since coming home. There were two dances at nearby towns and she was asked by different boys to go to each dance. She refused them both and went with a high school girl on a chartered bus. Those last four words should be in caps. The dance was at Southwestern, 25 miles away, and she got home at 2:10. She came into my room and talked with me. Obviously she had had nothing to drink and looked as fresh and immaculate as when she left, which would indicate no necking.

Her interests at home seem to be broadening, too. She has started to knit a sweater and some baby things for a friend of mine. She has even gone so far as to bake bread three times in the last two weeks, which is more than her mother has ever done.

On the wrong side of the ledger: her voice and laughter, when she is with her contemporaries, is still too loud. She complains too much about trivial ailments, real or otherwise. But she has gotten to the point where she laughs at herself when she does it. I have never told her what it indicates. Should I? She goes to the cafe very seldom, and never stays more than a few minutes. How she would take criticism now, I don't know. There has been nothing to criticize her for.

All this looks awfully good to me, but I still can't talk to her very well. I hope you won't think that it isn't necessary for you to see her any more. Until she arrives at the point where she is really ashamed of her past and shows a real determination to live differently, I would like you to work with her.

I would like very much to hear from you.

Yours very truly,

Mrs. Carl Sommers

December 4, 1946

Mrs. Carl Sommers,
Endicott, Minnesota

Dear Mrs. Sommers:

I have hesitated answering your letter of the 19th of November until I was more certain of the plan for staffing the Bureau during the Christmas season and also until the rush of students who are trying to register for the winter quarter has somewhat abated. I find now that I will be able to see June on Wednesday, December the 17th and I have set aside from 1:30 to 3:30 for her.

I am delighted at your favorable report of June's conduct. Your success in the case is certainly startling and I appreciate the difficulty which it imposes upon you. Referring, however, to your last paragraph, I would like to add a word of caution. From June's standpoint it is not at all important whether or not she is ashamed of her past and certainly not important whether or not she demonstrates this in any observable fashion. Certainly my concern with her, and I think yours as well, is with the present and the possibility of predicting the future in terms of the present. I have no doubt at all that June is perfectly well aware that the situation would be eased for her if she were to do lip service to you and to her father and to claim to be deeply ashamed of what has happened in the past and verbalize extensively on how this would never happen again. Certainly one of the amazingly strong features about the girl's character is her unwillingness to indulge in this type of duplicity and hypocrisy. Breaking the girl's pride in herself would destroy one of the real building blocks that will provide a reasonable basis for predicting consistent behavior from her present performance.

I have not been idle on the case and have been working over and over again the material which I have here at hand and hope before much longer to have something concrete in the way of a report for yourself.

Yours very truly,

H. Wilkes Wright
Counselor

12-5-46

Mr. H. W. Wright
University of Minn.
Minneapolis, Minn.

Dear Mr. Wright:

Your letter came this morning, giving June an appointment for Wednesday, Dec. 17th at 1:30. I am afraid it will be impossible for her to keep that appointment. Her cousin graduates the night of Dec. 18 and since I have no way of coming home that night I will have to be in

Minneapolis both the 18th and 19th. To be away on the 17th is more than my fellow employees will take. Could you possibly give June an appointment for any time at all on the 19th, or in the afternoon of the 18th? She, as I forgot to state, will be coming down with me. A 2:00 o'clock appointment on the 18th might be better than a 1:30 should our bus be late.

Will you please let me know at your earliest convenience if you can make this change? Otherwise different arrangements will have to be made.

Yours very truly,

Mrs. Sommers

December 9, 1946

Mrs. Carl Sommers
Endicott, Minnesota

Dear Mrs. Sommers:

At your suggestion I have transferred June's appointment to December 19, 1946, at 1:30.

I trust that this arrangement will be satisfactory.

Yours very truly,

H. W. Wright
Counselor

CASE 11

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA

Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number 35520
Date 7/9/46
Name Frank Wheeler Interviewer Alice Christian

- | | |
|---------------------------------------|---|
| I. Client's statement of his problem. | IV. Diagnosis. |
| II. Clinical data. | V. Counseling techniques and their effectiveness. |
| A. From interview. | VI. Prognoses. |
| B. From other sources. | VII. Follow-up. |
| III. Clinical synthesis of problem. | |

I. *Client's statement of his problem.* The client wants to train at the University of Minnesota to be a civil engineer, but is not a high school graduate. He wants to know his "chances of getting into the University" and hence wants to attempt to be admitted on the basis of tests. "If I could get into General College, I could then sort of get my feet on the ground."

II. *Clinical data.*

Disability: The client had polio when he was about 2½ years old. It affected his left foot particularly. He has no difficulty in walking but he can't stand for a long time. He didn't volunteer much information about this disability.

Miss Swanson of the State Rehabilitation Department said, "Club foot, bilateral," "25 per cent loss of use of feet." He has limitations in walking, standing, stooping, and lifting. The client goes as a polio case, but there is no actual proof of polio.

He has a slight awkwardness or limp in his walk.

Educational and scholastic record: He completed the 11th grade and quit school in January, 1943. Frank claims he wasn't interested, didn't study, "fooled around, etc.," ". . . thought I was a big shot,

but as it turned out I was less than anybody." (See Miss Swanson's report for grades.) One year algebra, one-half year plane geometry.

Present vocational choice: Engineering (civil). Claims his work experience has been mainly in related work but he has found he has to have training in it to get anywhere. He has been thinking of high-way work. He doesn't believe that his disability will handicap him in civil engineering. He claims that his disability did not limit him when he did summer field work, including a little survey work, for the state highway department. Here he claimed the disability does not limit him in walking. He claims engineering has been his only vocational interest.

Attitude toward college and chances at college: He wants first to get into General College (he has heard about General from others) and use the first year to get his "feet on the ground." Although he claims engineering is his vocational interest, he said in reference to that one year in General College: "Then I can find out what I want to do." He feels college is important to "get anywhere." He doesn't want to work with his hands and be dirty all his life and, at the age of 50, be no further along. He doesn't want to be like his father (a laborer). He wants to be very comfortably fixed in his later life.

He is certain he can score sufficiently high on the tests to be admitted, but he is concerned that high school grades are also considered for admission. He feels he can make the grade in college because he has "learned my lesson" about school work. When asked what he would be interested in doing if he couldn't be admitted to the University, he replied that he didn't want to consider that until he actually found out he couldn't be admitted.

He is not concerned about his mathematics deficiencies for engineering or about losing time in General College.

He does not want to consider returning to high school because he wouldn't want to be with the younger students.

Appearance: Miss Swanson: Frank has had to be spoken to a number of times about his very "sloppy" appearance. She believes that it has interfered with his job possibilities. His teeth had been bad too, but they have been fixed. His appearance has improved.

In the interview today, Frank was neatly groomed and had a good average appearance. He was affable and at ease.

Work record: (See Miss Swanson's brief report.) Frank claims that his work experience has been mainly with the state highway department—about 2½ years (off and on from 1943 to 1946. Longest time was one year, from April, 1945, to May, 1946). He did inspection work, some survey work, office work (computing yardage), and some drafting.

Finances: He believes he can finance one year in General College on his own. He thought one year would cost him about \$150 if he had board and room at home.

III. *Clinical synthesis of problem.* The client, single, 21, with club feet (bilateral), claims that he wants to enter the University and take engineering. He has not completed high school, does not have a good high school record, and is deficient in mathematics requirements for engineering. The present employment information indicates job instability, but the client claims he has had about 2½ years' work with the state highway department. The client wants first of all to be admitted to the University, and then determine during his first year what he wants to do, although, as has been indicated, he claims engineering as his preference. Miss Swanson indicated concern about his attitude toward jobs and his appearance, and specifically requested that he be given the Multiphasic. Question first: Is he of college caliber?

IV. *Diagnosis.* The test information reported by the State Rehabilitation Department strongly suggested that the client is not of college caliber. His approach to jobs and vocations seems pretty immature and unrealistic. Although he claims to have learned his lesson in high school ("thought I was a big shot," etc.), he apparently still fails to look at himself and his vocational future realistically. The counselor does not know how much the "don't-want-to-be-like-my-father" or the family situation enters into the picture, or how much more enjoyable college may look than a job.

V. *Counseling techniques and their effectiveness.* Questioning, reflection, a very little information (e.g., General College in relation to the Institute of Technology, counseling procedures, etc.), a few direct comments (such as, a profession does not ensure a good salary, etc.). Questioning mainly to elicit information, but once used deliberately to prepare client for possible failure in admission to University. ("What do you think you'd like to do if you aren't admitted to the University?" "I don't want to think about other things until it actually happens.") Restatement seemed mainly to make client more affable and at home. When the client was elaborating on the comfortable life with prestige he would like when he gets older, a few chatty or kidding comments or questions by the counselor about salaries, professional people tied down to jobs, etc., seemed to be somewhat effective because the client indicated that he guessed one would have to consider all angles in a job and decide what a person wanted.

VI. *Prognoses.* Not college caliber, and would have definite study problems. He will have to be oriented toward a nonprofessional occupation.

7/9/46. Telephone report from Miss Swanson, State Vocational Rehabilitation Department, St. Paul, when she referred the case to Student Counseling Bureau today:

Disability: Club foot, bilateral. (This case usually regarded as a polio case, but no proof of polio.) Twenty-five per cent loss of use of feet. Limitations in standing, walking, stooping, and lifting.

Left high school at the end of eleventh grade, January 1943. High school grades:

English: 78, 75, 75	American History: 75
Journalism: 77	Typewriting: 75
German I: 77	Shop: 87
Mathematics: 75	Mechanical Drawing: 80, 90
World History: 75	Physical Education: 88, 90

School tests:

- 9/24 Otis Form A, R.S. 33, percentile 40, IQ 97
 9/39 Orleans Algebra Prognostic, Form A, R.S. 112 (amply good for algebra course)
 11/39 Minnesota Clerical Aptitude Nos. R.S. 89
 Names R.S. 78

In 1941 he was doing best in mechanical drawing. Vocational High was recommended, but no transfer was made. Frank was manager of the high school baseball team in 1942. He expressed interest in getting into the Merchant Marine that year. He broke his finger, skipped school, was not making the grade in school, had a disagreement with his English teacher, and decided after a Christmas vacation job at the post office that he wanted to quit school.

The rehabilitation counselor tried to interest him in radio repair and pattern making, and had him investigate training possibilities at Dunwoody and Vocational. He worked for a short time at a radio shop. He did not get the job at that time—Swanson thought because of his “sloppy appearance.” He did work there later for a short time, but the employer thought Frank wasn’t “speedy enough.” He had a summer drafting job. In March, 1944, Frank thought he wanted to go to a diesel engineering school, but the school was not on the approved list. He worked for the highway department for a short while, then worked for about a year as a cutter apprentice. He quit to go back to the highway department—nearer his home and he wanted to go to school. In May, 1946, he started working at the company where he is working now, though he is at present on vacation. He earns \$1.25 an hour and apparently does cleaning work.

Now he has an idea he wants to train at the University to be an engineer. He was referred to the Student Counseling Bureau to investigate the school situation.

Tests at State Employment Service, 1943:

Pressey Classification: R.S. 66, percentile 80, Employed workers

O'Rourke: R.S. 53, twelfth grade Kuder, 6/43:

Clerical—Low	Mechanical	97.5%
Radio Service—High	Computational	60
Aircraft Woodwork—High	Scientific	46
Mechanical Drawing—Medium	Persuasive	65
Machine Shop—High	Artistic	88
	Literary	42
	Musical	16
	Social Service	16
	Clerical	71

Swanson: Appeared to be "bit of a job changer," "no sense of responsibility." Particularly requested Multiphasic.

D.S. Form 213-2-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

S.C.B. Case 35520

Name Frank Wheeler College _____
 Class _____ Sex _____ Age _____

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	COOP. CULTURE () TOTAL			SLA Soph.
	H & S.S.			
	For. Lit.			
	Fine Arts			
	Science			
	Math.			

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
7/46	Coop. Gen. Math. HS-P	30	29-2-4	SLA Fr. '39 2 yr. HS IT
	Coop. Chemistry ()			2 yrs.
	Coop. Algebra			
	Coop. Social Studies			SLA Fr. '39
	Coop. Natural Science			
	Iowa Math. Apt.			
	Iowa Chem. Apt.			
	Johnson Science			
	Minn. Tests in Medicine TOTAL			Pre-Med.
	1938 Class of Terms			
	Spatial Relations			
	Problem Solving			
	Relevancy			
	Science Information			
	Science Survey			
7/46	Bennett Mec. Comp.	48	78	Cand. for Tech.
	Revised Paper Form Board	46	39	IT Fr. '41
	Bell Adjustment Invent. TOTAL			Description of Adjustment
	() Home			"
	Health			"
	Social			"
	Emotional			"
	(Occupational)			"
7/46	Eng. Phy. Sci. apt.	41	31	Ent. St. 42

D.S. Form 213-1-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. 35520

Name Frank Wheeler College _____
 Class _____ Sex _____ Age _____

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	H.S. Scholarship <i>Marshall</i>			
7/46	A.C.E. (1937) TOTAL	62	28	1938 Univ. Fr.
	Completion	9	15	1937 SLA GC Fr.
	Arithmetic	8	23	"
	Artificial Language	12	29	"
	Analogies	15	26	"
	Opposites	18	32	"
	Ohio Psych () TOTAL			SCB Fr. ()
	Opposites			
	Analogies			
	Reading Comp.			
	Miller Analogies ()			
7/46	Coop. Eng. (1938-OM) TOTAL	103	6	1938 SLA GC Fr.
	Usage	47	2	
	Spelling	15	18	
	Vocabulary	41	39	
	G.E.D.			
	1. Eng. Expression	S.S.		Type I Inst.
	2. Social Studies	S.S.		"
	3. Natural Science	S.S.		"
	4. Literary Materials	S.S.		"
	Coop. Reading Comp. TOTAL			
	Vocabulary			
	Speed			
	Level			

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP	
	Coop. Culture (U)			SLA Soph.	
	C.S.P.				
	H. & S.S.				
	Lit.				
	Sci.				
	F.A.				
	Math.				
	Minn. Clerical Apt.			Gen. Pop-()-Cler. Wrk.	
	Numbers			“ “	
	Names			“ “	
	Minn. Personality Inv.			U. of M. Fr.	
	1. Morale				
	2. Social Adj.				
	3. Family				
	4. Emotion				
	5. Econ. Cons.				
7/46	Wechsler	Full	124	118	IQ cf test
		Verb.	57	112	IQ cf test
		Perf.	67	122	IQ cf test
7/46	Finger Dex.		244	78	cf test
	Tweezer Dex.		350	53	

D.S. Form 208
(Revised 1945)

Date July 14 1946

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential.*

Name	<i>Wheeler</i>	<i>Frank</i>	Sex	<i>Male</i>
	Last	First	Middle	
Present Address	<i>South Minneapolis</i>			Phone <i>AT 8297</i>
Home Address	<i>Same</i>			
Age <i>21</i>	Date of Birth <i>11/23/24</i>	Place of Birth <i>Yankton</i>		
Religious Preference <i>Luth.</i>				
Marital Status: Single <i>x</i> Married _____ Divorced _____				
Widowed _____ Separated _____				
Father Living	Yes <i>x</i>	Mother Living	Yes <i>x</i>	
	No _____		No _____	

Parents still married ^x Parents divorced _____

Parents separated _____ Father re-married _____

Mother re-married_____

If Father not living,

Name and Relationship of Guardian_____

Father's Name Wheeler John Father's Age 49
Last First

Father's Home Address South Minneapolis Mother's Age 45

Father's business or occupation: Name of firm or employer Hamm
Brewery Company

Father's title, position or nature of work Bottle house laborer

Mother's Occupation Before Marriage _____

Mother's Present Occupation Toni, Inc.

Father's Birthplace Germany

Mother's Birthplace Des Moines, Iowa

Father's Education through 8th grade

Mother's Education through 8th grade

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
1.	<u>Delmar</u>	<u>M</u>	<u>18</u>	<u>12</u>	<u>No</u>	<u>Grocery clerk</u>
2.	<u>Marilyn</u>	<u>F</u>	<u>17</u>	<u>11</u>	<u>No</u>	_____
3.	_____	_____	_____	_____	_____	_____

Name of preparatory or high school University Date of Graduation _____

Type of course taken Mixed Size of high school senior class _____

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
_____	_____	_____
_____	_____	_____
_____	_____	_____

If not already attending the University of Minnesota, when do you expect to enter? Fall quarter

You will find listed below several kinds of leisure time activities. *Draw a circle around each of the activities in which you engage frequently.* Include both the things you like to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I. Individual Activities—either organized or unorganized.

- A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc._____
- B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.
(specify)_____
- C. Reading, theatre, concerts, art museums, lecture, dance recitals_____

II. Group Activities—either organized or unorganized.

- D. (all team sports—such as): Football, baseball, basketball, volleyball, hockey_____
- E. Dancing, "dates," bridge, poker, picnics_____
- F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc._____
- G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc._____
- H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc._____

What extra-curricular activities do you expect to participate in at the U. of M.? (As fraternity, basketball, etc.)_____

What types of books or articles interest you? (Fiction, biography, scientific, etc.)_____

What magazines do you read most frequently? Sports, Life, Pathfinder_____

Answer the following questions *only* if you have attended or are attending a University.

What is (or was) your major?_____ What year are you in?_____

How many hours of study do you put in during the week (on the average)?_____

Are you engaged in any outside work while attending the University?_____

If so, what is the nature of this work? _____
 How much time does it take each week? _____
 Who is your employer? _____

TO BE ANSWERED BY EVERY STUDENT

(did you decide)

Why (are you deciding) to come to college (check as many as necessary or explain below):

- | | |
|--|---|
| <input checked="" type="checkbox"/> To get a liberal education | <input type="checkbox"/> To please parents or friends, family tradition |
| <input checked="" type="checkbox"/> To prepare for a vocation | <input type="checkbox"/> To learn more of certain subjects |
| <input type="checkbox"/> For the prestige of a college degree | <input type="checkbox"/> It was the "thing to do" |
| <input type="checkbox"/> To be with old school friends | <input type="checkbox"/> Foregone conclusion, I never questioned why |
| <input type="checkbox"/> To make friends and helpful connections | <input type="checkbox"/> Will enable me to make more money |
| <input type="checkbox"/> For social enjoyment, "college life" | <input type="checkbox"/> To get a general education |
| <input checked="" type="checkbox"/> Without a college degree (or training) there is less chance of getting a job | |

Explanation So as to get a decent job in the field of engineering

What other type of training have you considered besides a University education? _____

How does your family feel about college work? (Check one)

- ☐ Doesn't care what you do
☐ Opposed to your going to college
☒ Wants you to go to college

Comments Because of their lack of education

Plans for your financial support in college: (Check one)

- ☐ Entirely supported by family
☒ Part-time work will be necessary (about how many hours a week?) 24

☐ Total self-support will be necessary (about how many hours a week?) _____

☐ G.I. Bill

☐ Vets Rehab. Training

☒ State Aid

☐ Scholarship

☐ Other

List in chronological order all your civilian *work or employment experiences* to date (including part-time or summer jobs):

<i>Firm</i>	<i>From To</i> (give year & month)	<i>Nature of Work</i>	<i>Salary</i> (per month)
<i>State Highway Dept.</i>	<i>4/45-4/46</i>	<i>Engineer's aide</i>	<i>\$173</i>
<i>S & M Company</i>	<i>5/44-4/45</i>	<i>Laborer</i>	<i>\$.78 hour</i>
<i>State Highway Dept.</i>	<i>9/43-1/44</i>	<i>Engineer's aide</i>	<i>\$144</i>
<i>E & G Company</i>	<i>6/43-9/43</i>	<i>Draftsman</i>	<i>\$90</i>

Which of these jobs did you like best? *State Highway Department*

Why? *Because I liked the type of work*

List, in order of preference, five occupations in which you would like to earn your living. Do not consider your abilities or job opportunities in making this list. Just consider whether or not you would be happy in the work.

REASONS FOR INTEREST IN THESE
OCCUPATIONS

<i>OCCUPATION</i>	<i>OCCUPATIONS</i>
1. <i>Engineering</i>	<i>Previous experience</i>
2. <i>Chemist</i>	<i>Always a job for a good chemist</i>
3. <i>Businessman</i>	<i>Be my own boss</i>
4. _____	_____
5. _____	_____

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Engineering*

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

_____ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.

3 _____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.

_____ Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.

- ____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.
- 1 ____ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.
- ____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.
- 2 ____ Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? Engineering

What other possibilities have you considered? Chemist, Business

When did you make your present choice? (give the year) _____

Why did you make this choice: (check reason or reasons)

- | | |
|--|--|
| ____ Family suggestion or tradition | <u>x</u> ____ A long personal interest in the work |
| ____ Friend's or teacher's advice | ____ It is most profitable financially |
| ____ The vocation of someone you admire or respect | ____ It is best suited to my abilities |
| ____ Suggested by study in school | ____ Chosen as being most interesting intellectually |
| ____ Suggested by study in college | <u>x</u> ____ Choice made on my own responsibility |

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain
and satisfied _____

Uncertain x _____

Very
questionable _____

How much information have you about the requirements of the vocation you are choosing? None _____ Some x _____ Extensive _____

What vocation do (or did) your parents want you to follow? Engineering

Why? Because I have shown the most interest there

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

1½ years with State Highway Department as an engineer's aide in the field.

Have you any physical disabilities? (describe) Polio in left leg

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough <u>x</u>	<u>?</u>	Hearing defects	
Mumps <u>x</u>	<u>?</u>	(specify) _____	_____
Measles <u>x</u>	<u>?</u>	Typhoid fever _____	_____
German measles _____	_____	Smallpox _____	_____
Chicken pox <u>x</u>	<u>?</u>	Diabetes _____	_____
Encephalitis _____	_____	Stuttering _____	_____
(sleeping sickness)	_____	Stammering _____	_____
Epilepsy _____	_____	Other speech defects _____	_____
Infantile paralysis <u>x</u>	<u>?</u>	Hernia _____	_____
Any other kind of	_____	Other physical de-	_____
paralysis _____	_____	fects _____	_____
Tuberculosis _____	_____	Fainting spells _____	_____
Pneumonia _____	_____	Convulsion or fits _____	_____
Influenza _____	_____	Dizziness _____	_____
Any unexplained respira-	_____	Tingling _____	_____
tory disorder _____	_____	Frequent or persistent	_____
Malaria _____	_____	headaches _____	_____
Chorea (St. Vitus Dance)	_____	Frequent or persistent	_____
_____	_____	backaches _____	_____
Rheumatic fever _____	_____	Eye defects	_____
Scarlet fever _____	_____	(specify) <u>Glasses</u>	<u>9</u>
Heart disease _____	_____	Others (specify) _____	_____
Nervousness _____	_____	_____	_____
Sleeplessness _____	_____	_____	_____
Exhaustion _____	_____	_____	_____

Comments or remarks:

Underline any of the following words which describe your general make-up:

persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

- x Living at home with my family.
 Living in a University Dormitory or Cooperative House.
 Living in a rooming house.
 Living in a fraternity or sorority house.
 Living in the home of an employer, of friends, or of relatives.
 Living in my own apartment.

From what person or other source did you hear of the Student Counseling Bureau?

Miss Swanson, State Department of Rehabilitation

Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have *not* been able to solve adequately, place a check (✓). After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

Check Here

1. I usually feel inferior to my associates.
2. I have been unable to determine how much time I should study.
3. I have too few social contacts.
4. I have difficulty in making friends.
5. I do not know how to obtain the money I need.

Check Here

- | | |
|--|---|
| 6. I have been unable to determine what I am best able to do. | x |
| 7. I do not know how to take good lecture notes. | |
| 8. I do not get along well with my parents. | |
| 9. I often have difficulty in keeping friends. | |
| 10. I am unable to determine what I would like to do. | |
| 11. I have not obtained parental approval of my vocational plans. | |
| 12. I do not have enough to talk about in company. | |
| 13. I receive inadequate financial help from my family. | |
| 14. I do not know how to outline text-book assignments. | |
| 15. I am unable to get along with my brothers and/or sisters | |
| 16. I have been unable to make a satisfactory religious adjustment. | |
| 17. I am not interested in my studies. | |
| 18. I do not have enough information about job opportunities and duties. | |
| 19. I am frequently embarrassed when with others. | |
| 20. I usually do not enjoy being with members of the opposite sex. | |
| 21. I am unable to do my work well because of too many social activities. | |
| 22. I usually do not know how to act in company. | |
| 23. I usually cannot read fast enough to cover all of my assignments. | |
| 24. I usually have difficulty understanding what I read. | |
| 25. I do not know what the most appropriate training is for my chosen career. | |
| 26. I do not know if an education is worthwhile. | |
| 27. I feel guilty about something I have or have not done. . | |
| 28. I have so much outside work to do that I am neglecting my school work. | |
| 29. I have trouble making myself study. | |
| 30. I lack self-confidence. | |
| 31. I am dissatisfied with my state of health. | |
| 32. I do not know how to improve my personal appearance. | |
| 33. I do not know how to break certain habits I have. | |

Other problems_____

Chief problem _____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
English	<i>D</i>	<i>C</i>	<i>C</i>	<i>X</i>	
Speech					
Journalism			<i>C</i>		
French	<i>C</i>				
German					
Spanish					
Latin					
Elementary Algebra	<i>C</i>				
Plane Geometry					
Higher Algebra					
Solid Geometry					
Trigonometry					
Ancient History		<i>C</i>			
Medieval History					
Modern European History					
English History					
American History			<i>D</i>		
C. L. P.				<i>X</i>	
Civics	<i>C</i>				
Social Science					
Sociology					
Economics					
General Science					
Biology					
Chemistry					
Physics					
Shorthand					

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Typing			<i>C</i>		
Junior Business Training					
Commercial Law					
Industrial Geography				<i>X</i>	
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing	<i>B</i>	<i>A</i>	<i>A</i>	<i>X</i>	
Electricity					
Manual Training—Wood Shop					
Tin Shop	<i>B</i>	<i>B</i>			
Machine Shop					
Automotive Engines					

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Frank Wheeler Case Number 35520
 COLLEGE _____
 DATE 7/26/46

Summary:

I. *Client's statement of his problem.* Admission to the University.
 II. *Clinical data.* Although Frank said in general the tests were hard, he exhibited considerable disappointment when he learned of the scores on the college aptitude test. He stated that he thought he would do well in those tests. The counselor interpreted the Wechsler-Bellevue in relation to the college aptitude test and pointed out that he apparently is weak in verbal ability, in contrast to general intelligence and performance. She interpreted the rest of the tests, pointing out the difference between academic ability and achievement tests and the practical test and the vocational interest test. He asked the counselor if she thought he could be admitted to General College,

and she stated that that is a question that the admissions committee determines, but pointed out that, in addition to tests, grades in high school are considered.

He recognized that he did not make a good showing in high school. He, however, feels that he has learned his lesson and could do much better work in college. He had hoped to get into General College and show that he could handle college work. He did not know how he could make up his mathematics, but hoped that it would be possible to do so in General College. He is not interested in taking adult education courses in mathematics. When the counselor asked him what the results of the tests looked like to him, he stated that he guessed it looked like he should go into one of the trades, but added that that is not what he wanted to do.

He said that he quit the Highway Department because he had interests at home (apparently a girl friend) that made him want to leave instead of being out in the state. He said that in addition the engineer under whom he had so much enjoyed working was no longer in that department; therefore he did not have as much reason to stay. He said he quit the drafting job because of the pay, which was \$22 a week. He was doing a tracing job there.

When the counselor suggested another appointment to talk through the vocational situation further, he said he did not know when he could see her because he had to get a job. He said he had an appointment this afternoon for a job with the city of St. Paul. He promised to call in and make an appointment with the counselor.

His appearance today was good. He was neat and clean in sports attire. He appeared to be at ease in the interviewing situation.

III. *Clinical synthesis of problem.* The client is single, 21, with club feet (bilateral) who left high school before completion, and who had poor grades in high school. He took tests with the idea of trying to get to college on the basis of tests. He thought he first wanted to get into General College in order to show that he could do college work, and then transfer to the Institute of Technology to train to be a civil engineer. He has a percentile rank of 28 on the ACE and 6 on the Coop. English. The verbal section of the Wechsler-Bellevue is more or less in line with the College Aptitude Test, whereas on the performance section of the Wechsler he shows superior ability. His mathematics score is comparable to his ACE score in relation to S.L.A. freshmen and is, of course, inferior to entering freshmen engineers, but much closer to the average engineer on the paper form board, and above average on the mechanical comprehension test. The interest test was in line with his college aptitude test. His interests are

similar to those of men in the trades field, with secondary interests in the scientific (such as engineering) field. His comment regarding the tests would seem pretty accurate, but he is at this time unwilling to accept the direction pointed by the tests. He has not been too stable in his work record, and the vocational rehabilitation counselor had some question about his personality factors. The Multiphasic did not indicate any unusual deviations from the normal.

IV. *Diagnosis.* This boy's good performance on the Wechsler performance and the results of the mechanical tests suggest the practical or trades fields, provided he would accept such occupations and get down to work. Apparently he has been doing wishful thinking and now will have to be more realistic in deciding on a vocational future.

V. *Counseling techniques and their effectiveness.* The counselor started out by asking him how the tests were, if any were particularly difficult, or if there were any on which he thought he had done better than on the others. He said that in general he thought they were rather hard, and asked how he had done on the tests. He had little to say and the counselor had to continue in the rest of the interview with questioning and information giving. Frank has apparently done some wishful thinking so far as a professional future is concerned and apparently had some difficulty in accepting the indicated facts. The counselor did not have time to discuss alternative occupations, but suggested that Frank come in again and talk to her. Frank said he had been laid off his job, and had to start working immediately.

VI. *Prognoses.* The counselor will not be surprised if Frank does not return for further counseling. She suspects that he got the information he needed and would not be willing to carry through to working out any substitute plan. He bumped into a bit of reality when he came to thinking of admission to the University, and since it looks as if he cannot be admitted, it is possible that he would feel that there is no point in coming back here again.

VII. *Follow-up.* The counselor will contact Miss Swanson of Vocational Rehabilitation, who referred Frank to the Student Counseling Bureau, and give Miss Swanson a telephone report of the case to date. If Frank has not returned within two weeks, the counselor will call him at his home, and determine whether he has got a job and whether he cares to come back for further counseling.

8/9/46. The counselor called Miss Swanson, State Vocational Rehabilitation, today to report the results of the interview with Frank. Since it appears that Frank may not return to the Counseling Bureau for a while, the counselor felt that Miss Swanson should have a report.

September 20, 1946

Miss Swanson
Vocational Rehabilitation Division
Department of Education
St. Paul, Minnesota

Subject: Frank Wheeler

Dear Miss Swanson:

Since Frank has not been back to see me since I gave you a preliminary telephone report of his test results on August 9, 1946, and it appears that he has dropped his idea of taking University training, I am submitting his test results in writing. Although Frank has not completed high school, he had hoped the tests would indicate that he has the ability to take college training to be a Civil Engineer.

As you will notice on the attached test profiles, he appears to be below average in college aptitude in comparison to entering University freshmen, as he scored in the lowest 28 per cent on the A.C.E. (American Council on Education, 1937 form). The difference between the IQ of 112 and 122 on the verbal and performance parts of the Wechsler-Bellevue individual intelligence test suggests that Frank has a verbal weakness (although still high average in comparison to the general population) in contrast to superior nonverbal ability in comparison to the general population. Frank's performance on the college aptitude test and on the verbal part of the Wechsler-Bellevue would appear to be consistent. There was not a wide range in the sub-test scores on either the A.C.E. or the verbal part of the Wechsler.

Frank's performance on the English (Cooperative English, 1938-OM form) and mathematics (Cooperative General Mathematics, HS-P) achievement tests was inferior to entering college freshmen. Although he had hoped to take Engineering, he had had only Algebra in high school, and scored in the lowest 2 per cent of entering freshmen in the Institute of Technology with less than 2 years of high school mathematics. His aptitude for Engineering and physical science subjects appears to be somewhat inferior to the average entering students' in those fields, as he scored in about the lowest one-third on the Engineering-Physical Sciences Aptitude test.

In contrast to Frank's performance on the college aptitude and achievement tests, Frank did well on the mechanical aptitude test. He apparently has a superior understanding of mechanics, as he did better than the average freshman entering the Institute of Technology on the Bennett Mechanical Comprehension test. (His performance on this test would be even higher in comparison to candidates for apprenticeship training.) He would appear to have very good conception of spatial relations, as he scores about low average on the Revised Minnesota Paper Form Board in comparison to entering Institute of Technology freshmen. (The level of competition in the Institute of Technology in this aptitude is, of course, higher than for the skilled trades fields.) He would appear to have adequate finger dexterity for most

trades occupations, with the exception of those requiring extremely fine dexterity, as he scores in the upper 78 per cent of the general population on the O'Connor Finger Dexterity test, and was average on the tweezer dexterity test.

According to the Strong Vocational Interest test, it would appear that Frank's interests are most like those of men in trades and outdoor occupations. There is some indication of interest in engineering and in business. His interests would appear to be fairly well matured, are definitely masculine in nature, and are not at the professional occupational level.

There are no indications of definite personality problems on the Minnesota Multiphasic Personality Inventory; all scores are within the essentially normal personality pattern.

In summary, it would appear that Frank's interests are most similar to those of men in the trades and outdoor occupations, that he has very good practical intelligence, that he is weak in verbal ability and general college aptitude in comparison to college freshmen, that he is inferior in achievement in English and mathematics subjects in comparison to entering college students, that he has very good mechanical aptitude, and that he has an essentially normal personality pattern. It would therefore appear that Frank should consider some of the trades types of occupations rather than a professional occupation.

After I interpreted the test results to him, I asked Frank what the test results indicated to him, and he replied that he guessed it looked "like I should go into a trade." He indicated, however, that that idea was not very acceptable to him. My own hunch was that he had hoped to raise his socioeconomic level by professional training. I invited him to return to discuss alternatives to engineering, but he stated that he did not know when he could come in again. I suggested, therefore, that he might call for an appointment later, but as stated before, he has not called.

The above information is a recapitulation of the material I gave you over the telephone. If you have any questions, or desire further information, call me at MAin 8177, extension 585.

Sincerely yours,

Alice M. Christian
Counselor

CASE 12

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

	Case Number <u>16284</u>
	Date <u>4/6/48</u>
Name <u>Carl A. Brandon</u>	Interviewer <u>J. Klare</u>
I. Client's statement of his problem.	IV. Diagnosis.
II. Clinical data.	V. Counseling techniques and their effectiveness.
A. From interview.	VI. Prognoses.
B. From other sources.	VII. Follow-up.
III. Clinical synthesis of problem.	

(Counselor's dictated notes)

I. *Client's statement of his problem.* "Dean Peterson said for me to come over to talk to you. I'm not doing well in my courses."

II. *Clinical data.* It developed that Carl has had trouble in school ever since entrance. He is now on probation and Dean Peterson sent him over apparently for thorough discussion of his problems.

He feels he has difficulty understanding what he reads and has improved some through the rhetoric reading classes, but not enough to really compete effectively. I suggested other possibilities such as lack of interest or ability, and in connection with this asked if he would like to see his entering scores. He had never known his ranking on the Cooperative Algebra and Johnson Science tests, and our discussion was limited to those two tests. He accepted the results as meaning he might not be suited for the Agriculture curriculum.

In developing alternatives, the idea of more testing was suggested and the possibility of training at Dunwoody or in mortuary science here were discussed.

III. *Clinical synthesis of problem.* Low aptitude for present course, vocational indecision.

IV. *Diagnosis.* Lack of information regarding self and courses.

V. *Counseling techniques and their effectiveness.* Questioning, suggestion, test interpretation, referral to Occupations Files for information especially regarding Dunwoody, selection of test battery.

VI. *Prognoses.* Poor for present course. Poor (?) for more mechanical course.

(Actual transcription of the above interview)

- S. I talked to Dean Peterson, and he said I should come and talk to you . . . uh . . . I want to try and find out what I could do to increase my . . . I mean improve my record . . . and I'd like to have some advice . . .
- C. You mean you're having trouble . . . with . . . studying?
- S. Yes . . . with my school exams . . .
- C. Uh huh. What seems to be the trouble . . . can you . . .
- S. Well, uh . . .
- C. Tell me a little about it?
- S. I don't know . . . it seems . . . I . . . study . . . I mean . . . I . . . do enough studying . . . can't seem to uh . . . make the grades . . .
- C. Uh huh.
- S. Well, I have one difficulty in spelling . . . I'm trying to overcome that . . . taking the spelling lab . . . this quarter . . .
- C. Uh huh.
- S. And see if that will improve it . . . affect it any . . .
- C. You don't think it's the time then . . . you think you're studying enough . . .
- S. I think I'm studying enough, yes . . . uh huh . . . (pause) But uh . . . I don't know if it's my study . . . the way I study . . . or what it is . . .
- C. Uh huh. Do you think you do a pretty good job of studying when you are studying with time limits?
- S. Well, it seems to me . . . I don't know I . . . try to, but . . . just doesn't seem to uh . . . comprehend too much . . .
- C. Do you have some trouble understanding what you read?
- S. Yes, uh huh. (long pause)
- C. How about your reading uh . . . from when you first learned how to read . . . and so on . . . have you uh . . .
- S. Well, uh . . .
- C. Been able to comprehend right along?
- S. Well, not too much . . . I took . . . reading lab last quarter, too . . . I'm . . . I'm always a slow reader . . .

- C. You are very slow?
- S. Uh huh. Then I took this reading lab fall and winter quarters. I think that . . . helped me a lot.
- C. You're talking about the reading lab over in the rhetoric uh . . .
- S. Yes.
- C. Courses on the Ag Campus?
- S. On the Ag Campus, yes.
- C. Do you think anything happened there much that . . . that has helped you?
- S. Well, I . . . I can read a little faster now . . . and I seem to comprehend . . .
- C. Uh huh. You're not quite satisfied still . . . with the way you do.
- S. That's right.
- C. Uh huh. Sometimes a problem like that is of long standing and you can't hope to build yourself up in a very short time . . . when it is something that has been building up all through your school years. (long pause) Sometimes it's related to other things also . . . I mean it might not be just reading difficulty . . . it might be a lack of interest in your subject . . .
- S. Well, that might be . . . because like . . . now chemistry is giving me a hard time. Then there is uh . . . well, I don't know . . . it shouldn't, like some subjects, like in animal subjects . . . animal husbandry . . . subjects and on the Main Campus I should be interested in those . . .
- C. You just find that they aren't as interesting as you . . .
- S. That's right . . .
- C. As you think they should be. (long pause) Did uh . . . Mr. Peterson tell you anything about what we might do here? What we might talk about?
- S. No, he didn't. He said I should come over and talk to you . . .
- C. Uh huh. There are several possibilities . . . what we might do . . . one might be to take some tests . . . uh . . . you've probably had quite a few reading tests . . . if you've been taking some of that work. It might be that other tests, not just reading tests, would give us a picture there. For example, an interest test. (pause) Have you ever had anything like that?
- S. Uh . . . these uh . . . aptitude tests uh . . . and . . . are those in the same order or . . .
- C. Uh, yes. Some of them would be what I'm talking about . . .
- S. I . . . took those in my senior year in high school.
- C. Did you?
- S. Uh huh.
- C. Was that an interest test? (pause)

- S. I don't know. I can't recall what they . . . they called it . . . an interest test or what it was . . .
- C. Uh huh. (pause) We give many different kinds of tests . . . and they are sometimes lumped together and called aptitude tests . . .
- S. Oh, I see.
- C. But each one might really be telling you something different about yourself.
- S. Uh huh.
- C. One might give you an idea of your general ability to handle college work. And another might give you an idea of your interests. Another might give you an idea of your background in math and science . . . (pause) . . . and it would be then a combination . . . of all of those that might be considered aptitude. Have you ever seen any test results for yourself?
- S. I uh . . . not . . . I haven't seen the results . . . I think my IQ is . . . it's pretty low . . . let's see, I talked to my high school superintendent. I think he said it was 98 . . . I think it was.
- C. When was that?
- S. That was my senior . . . uh . . . senior or sophomore year I took this aptitude . . .
- C. Uh huh.
- S. I mean, I've . . . that doesn't mean too much . . . does it?
- C. You mean does that have any bearing on college?
- S. Yes, and is it . . .
- C. Well, we don't usually talk too much about IQ in terms of college work. We have some other tests that are designed to give you an idea of where you rank with college students . . . and they would perhaps be better. You've never seen how you came out on anything like that?
- S. No, I haven't.
- C. Would you like to look at your results? I think I have some here for you.
- S. I . . . I would.
- C. Do you remember taking that science test and the algebra test last September when you entered?
- S. Uh huh. Yes, I do . . .
- C. Those results might be the kind of thing that we're talking about. (pause) Here they are on the sheet here . . .
- S. Uh huh.
- C. In this column it indicates where you ranked . . . on a percentage basis . . . compared to entering agriculture freshmen. This number places you on a rank on a scale from 1 to 100.

- S. Uh huh.
- C. If you were then at the 50 on that, that would mean that you were right at the average.
- S. Uh huh . . . (pause) So I'm below average . . .
- C. The ranking there would be below average. (pause) Those tests, by the way, have been given to quite a few students over the years in that college and they have an idea of how you might be able to handle the work in that college from how you do on those tests.
- S. Uh huh.
- C. Scores . . . uh . . . (pause) . . . like this would be the kind of scores . . . that persons make who have difficulty in making a satisfactory record . . . in that college. (long pause) (Client sighs toward the end of pause)
- S. The answer, I mean, I always did have a hard time and it was through my high school and . . .
- C. Uh huh. Do you find that you have that same sort of trouble in your college chemistry?
- S. Yes, I think I do.
- C. Uh huh. It's the same thing there . . .
- S. Uh huh. (long pause) Uh . . . do you think that's because of the background . . . that I didn't have too uh . . . good a background in those subjects?
- C. Well, yes. Either that or you didn't master it well . . .
- S. Uh huh.
- C. There are those two possibilities. (pause) You know there are all kinds of abilities and academic ability is just one kind of ability. It might be that you don't stand too well in that kind of ability. It may be that there are others for you. What sort of things do you think that you can do well?
- S. You mean in subjects?
- C. Or anything.
- S. (Pause) Well, I don't know. (pause) I don't believe I understand what you mean.
- C. That's a kind of hard question to answer. (pause) What I mean is are there things that you like to do better than school work or that you feel that you do better than school work?
- S. Well, I mean there isn't much else . . . I mean, there's . . . I've lived on the farm all the time . . .
- C. Uh huh. Do you like that kind of work?
- S. Oh, yes . . . (pause) that's about the only work I ever did . . . I mean, it's . . . in fact, I know I like that . . .
- C. Uh huh. What did you do?
- S. Oh . . . just general farm work uh . . . all around the farm.

- C. Like any of it better than any other part?
S. Oh, the machinery part I like better . . . tractors . . .
C. Did a lot of work on tractors?
S. Oh, yes, I have . . . (long pause)
C. That's an example of a kind of ability that's different from school work ability . . . mechanical skill . . .
S. Uh huh.
C. Working with machines and understanding them . . . it seems to be a very different kind of ability from academic or scholastic or college ability, we might say. (pause) Have you ever considered going into some kind of work that involves that sort of skill?
S. Well, like uh . . . certain mechanical work?
C. Uh huh.
S. I was . . . I uh . . . I haven't thought much about that but . . . like going to Dunwoody and taking up some mechanical courses . . . a person could do that . . .
C. You haven't considered it for yourself?
S. No, I haven't . . . like . . . I mean, I haven't written in there and asked for their bulletin or anything . . .
C. Uh huh. We have some tests here for that purpose too, tests that would give you a little better idea, maybe, of where you stand in that kind of aptitude or skill. They would be different from this kind of test that you've taken before. (pause) It might possibly be that you would like to do something on that order just to see where you stand and explore alternatives . . .
S. Uh huh.
C. To the course that you're in now . . . (pause)
S. I could do that . . . I might find this course I'm taking now . . . it's too hard . . . (laughs)
C. You're beginning to think that . . . that it may be too rough for you . . .
S. Yeah . . . I think so . . . (pause) I mean, I think I'll uh . . . transfer to something else . . . after the spring quarter is over . . .
C. What is your official status with the college now?
S. You mean my . . . honor point ratio? That's a .56 and I haven't raised it any . . .
C. Does that mean that you're on probation?
S. Yes, uh huh. (long pause)
C. Have you talked over any other possibilities with Mr. Peterson or anybody?
S. No, I haven't . . . no, I just saw him that one day and he said I should have an appointment up here. (pause)

- C. Well, what we sometimes do is, as I said, start out with kind of test and then by talking with you about what alternatives look possible to you, then sometimes we can reach an answer on the thing as to what possibility would be best. (pause) You said that you had started thinking about transferring to something else . . . what things have you considered?
- S. Well, uh . . . either . . . go to Dunwoody or else . . . uh . . . I've . . . talked to one of the students . . . his . . . his roommate . . . he took up mortuary science and I . . . I just had those two things in mind . . .
- C. You haven't considered anything else or have you narrowed it down to these two things?
- S. Well, uh . . . no, I just considered . . . I think those two . . .
- C. Those are the only ones you've been thinking about at all. Do you have very much information about . . .
- S. No, I haven't . . .
- C. Those possibilities?
- S. Not at the present, no.
- C. Well, we have information about Dunwoody . . .
- S. Uh huh.
- C. In our files. We can give you a little idea of the courses that are available there, and I think that we would suggest going and seeing the place and maybe talking . . .
- S. Yes . . .
- C. With them, in addition to looking over the bulletin. (pause)
- S. Now this . . . mortuary science uh . . . that's a . . . just two years, isn't it?
- C. It's a year in the General College . . .
- S. General College and a year up here . . .
- C. And then the mortuary science course in extension. Have you seen the bulletin on that?
- S. No, I haven't uh . . . do you have it?
- C. Yes. The General College bulletin gives the pre-mortuary science course.
- S. Uh huh.
- C. And then the mortuary science is written up in the Extension bulletin . . . (pause) Maybe we can look at them next time . . . I . . . don't locate them right now . . .
- S. Yes . . . uh huh.
- C. And if you would like, you could get them for yourself over at the Administration Building. Do you know where it is on this campus?
- S. Yes, it's over there by the . . .

- C. Ask at the information booth which is in the middle of the lobby.
- S. Uh huh.
- C. And you can get the bulletins that you wish there. You'd want the one for the General College . . .
- S. Yes.
- C. And the one for Extension. You may ask for others, too, by the time we get through talking.
- S. Well, is that . . . that . . . mortuary science, is that . . . is it as difficult as . . . most of the other subjects?
- C. You mean as in any other courses?
- S. Yes.
- C. At the University?
- S. Uh huh.
- C. Well, that's a problem that's kind of hard to say yes or no to, because it depends on you.
- S. Uh huh.
- C. The general idea is that it is not as difficult because it is not as long . . .
- S. Uh huh.
- C. A course. (pause) But it would depend on you as to whether it would be difficult for you or not.
- S. I mean . . . that General College . . . this one . . . uh . . . fellow . . . his roommate . . . he went to a teachers' college for a year and took up General College and then he transferred back up here. I guess he said he's finding it . . . it isn't too difficult for him . . . yet, we're two different people again . . .
- C. And different courses.
- S. Uh huh. (pause)
- C. Well, what would you like to do? Would you be interested in seeing what material we have on Dunwoody?
- S. Yes, I would.
- C. And would you like to maybe take one or two tests, and come back and talk about them later?
- S. I think that's fine . . . yes . . .
- C. I'll show you the ones that I have in mind . . .
- S. Uh huh.
- C. They might be things like dexterity tests giving you an idea of how able you are using your hands, and mechanical comprehension . . . that kind . . .
- S. Uh huh.
- C. Of thing. Then perhaps an over-all interest test, and perhaps an over-all ability test. (long pause)
- S. I think I'd like that choice . . .

- C. You think you'd like to do that?
- S. Uh huh, I think so.
- C. O.K. Then I'll check the card for those that we've been talking about.
- S. Uh huh.
- C. I wonder, would you be interested in a reading test? And maybe a study habits inventory while we're . . .
- S. Sure.
- C. Doing it? I'm sure that this reading test is different from the one you take over there . . . (pause) Are you classed as a freshman still?
- S. Yes, uh huh . . .
- C. Then we'll put freshman on the card so you'll be compared to freshmen.
- S. Uh huh.
- C. Some of these are long and others are short . . .
- S. Uh huh.
- C. I can give you an idea of how long it will take you in all and then we can arrange when you might be able to come back.
- S. Uh huh.
- C. It will probably be about uh . . . (pause) . . . 6 hours or so of testing in all and our testing room is open all the time between 8 and 12 and 1 and 5, Monday through Friday. One or two of them will require appointments but most of them won't require any appointment and means you can come then just at your own convenience between those hours I mentioned.
- S. Uh huh.
- C. Do you think maybe that you'll have time to come over a couple of times within the next week or so?
- S. Oh, yes.
- C. Uh huh.
- S. In the afternoons from 1 on . . .
- C. Uh huh, then maybe we could see each other about . . . uh . . . this same time next week or a week from now.
- S. Uh huh.
- C. Let's fill them out too then . . . (referring to card and asking spelling of name).
- S. That's right.
- C. Do you have a middle name?
- S. Arlington.
- C. And what is your home address?
- S. Miles City, Minnesota.
- C. How do you spell that?

- S. (Spells)
- C. You're not a veteran, are you?
- S. No, I'm not.
- C. And how old are you?
- S. Nineteen.
- C. And you graduated from high school . . .
- S. Yes.
- C. In?
- S. 1947.
- C. Darby High School?
- S. Yes.
- C. Miles City, Minnesota?
- S. Uh huh. (pause)
- C. O.K. This card is put at the entrance to the testing room and it authorizes you to take the tests. When you come in, you ask for your card at the entrance to the testing room. I'll show you where it is as we go out.
- S. Uh huh.
- C. I wonder if you would like to look at the material that I mentioned on Dunwoody this afternoon . . . do you have time now?
- S. Oh, yes, I still have time.
- C. When do you have a class?
- S. I have a dental appointment at 4.
- C. At 4?
- S. Uh huh.
- C. Well, we'll go out and arrange for the next appointment and then I'll show you where that information is.
- S. Uh huh.
- C. Do you think there's anything else that we should talk over right now or does that kind of cover it for the moment?
- S. I think that covers most of it . . . I can't think of any more . . .
- C. Uh huh.

D.S. Form 213-1-47R

UNIVERSITY OF MINNESOTA

Office of the Dean of Students

Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. 16284Name Brandon, Carl A.College AgricultureClass Fr. Sex M Age 19

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
6/47	H.S. Scholarship		73	
1/47	A.C.E. (1937) TOTAL	33	3	1938 Univ. Fr.
	Completion	6	7	1937 SLA GC Fr.
	Arithmetic	0	1	"
	Artificial Language	7	7	"
	Analogies	11	8	"
	Opposites	9	7	"
4/48	Ohio Psych (21) TOTAL	50	15 42	SCB Fr. ('42) GC Fr. '41
	Opposites	8	11 27	
	Analogies	19	19 49	
	Reading Comp.	23	14 51	
	Miller Analogies ()			
1/47	Coop. Eng. (1938-OM) TOTAL	112	8	1938 SLA GC Fr.
	Usage	84	16	
	Spelling	8	6	
	Vocabulary	20	5	
	G.E.D.			
	1. Eng. Expression	S.S.		Type I Inst.
	2. Social Studies	S.S.		"
	3. Natural Science	S.S.		"
	4. Literary Materials	S.S.		"
4/48	Coop. Reading Comp. TOTAL	147	5	Ent. Fr.
	Vocabulary	44	2	
	Speed	49	9	
	Level	54	17	

DATE	NAME OF TEST	R.S.	PER- CEN- TILE	NORM GROUP
	Coop. Culture (U)			
	C.S.P.			SLA Soph.
	H. & S.S.			
	Lit.			
	Sci.			
	F.A.			
	Math.			
	Minn. Clerical Apt.			
	Numbers			Gen. Pop-()-Cler. Wrk.
	Names			" "
9/47	Minn. Personality Inv.			U.of M.Fr. Ag. & For. '41
	1. Morale	164	39	
	2. Social Adj.	215	46	
	3. Family	142	48	
	4. Emotion	172	78	
	5. Econ. Cons.	107	73	
9/47	Johnson Sci.	36	26	Ag. Fr. '38
9/47	'36 Co-op Alg.	12	20	"
4/48	Wrenn Study Habits	+33		
4/48	Bennett Mechanical	35	25	Cond. Tech. Course
5/48	Manual Dexterity	192	95.7	Gen. Pop. Male
5/48	Finger Dexterity	252.1	71	" "
5/48	Tweezer Dexterity	280	95	" "

D.S. Form 208
(Revised 1945)

Date April 27 19 48

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with

us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential.*

Name Brandon Carl A. Sex Male
 Last First Middle
 Present Address Minneapolis Phone CL-0059
 Home Address Miles City, Minnesota
 Age 19 Date of Birth Mar. 1, 1929
 Place of Birth on the farm Miles City Religious Preference Lutheran
 Marital Status: Single x Married _____ Divorced _____
 Widowed _____ Separated _____
 Father Living Yes x Mother Living Yes x
 No _____ No _____

Check any of the following which are applicable:

Parents still married x Parents divorced _____
 Parents separated _____ Father re-married _____
 Mother re-married _____

If Father not living,

Name and Relationship of Guardian _____
 Father's Name Brandon Raymond Father's Age 62
 Last First
 Father's Home Address Miles City, Minnesota Mother's Age 51

If not already attending the University of Minnesota, when do you expect to enter? _____

You will find listed below several kinds of leisure time activities. *Draw a circle around each of the activities in which you engage frequently.* Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I. Individual Activities—either organized or unorganized.

- A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc. _____
- B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.
(specify) _____
- C. Reading, theatre, concerts, art museums, lecture, dance recitals _____

II. Group Activities—either organized or unorganized.

- D. (all team sports—such as): Football, baseball, basketball, volleyball, hockey _____
- E. Dancing, “dates,” bridge, poker, picnics _____
- F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc. _____
- G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc. _____
- H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc. _____

What extra-curricular activities do you expect to participate in at the U. of M.? (As fraternity, basketball, etc.) _____

What types of books or articles interest you? (Fiction, biography, scientific, etc.) Fiction and biography _____

What magazines do you read most frequently? Life, Look, Sports and Field, Popular Science, National Geographic _____

Answer the following questions *only* if you have attended or are attending a University.

What is (or was) your major? Ag. Ed.

What year are you in? Sophomore

How many hours of study do you put in during the week (on the average)?
20 hours

Are you engaged in any outside work while attending the University?
Yes

If so, what is the nature of this work? Running dishwashing machine
in a cafeteria

How much time does it take each week? 10 hours

Who is your employer? University cafeteria

TO BE ANSWERED BY EVERY STUDENT

(did you decide)

Why (are you deciding) to come to college (check as many as necessary or explain below):

- | | |
|---|---|
| _____ To get a liberal education | _____ To please parents or friends,
family tradition |
| <u>x</u> _____ To prepare for a vocation | <u>x</u> _____ To learn more of certain sub-
jects |
| _____ For the prestige of a college
degree | _____ It was the "thing to do" |
| _____ To be with old school friends | _____ Foregone conclusion, I never
questioned why |
| _____ To make friends and helpful
connections | <u>x</u> _____ Will enable me to make more
money |
| _____ For social enjoyment "col-
lege life" | <u>x</u> _____ To get a general education |
| <u>x</u> _____ Without a college degree (or
training) there is less chance
of getting a job | |

Explanation The University Farm is the only school in Minnesota that
trains boys for becoming an Ag. teacher or county agent.

What other type of training have you considered besides a University
education? Training at Dunwoody Institute

How does your family feel about college work? (Check one)

_____ Doesn't care what you do

_____ Opposed to your going to college

^x _____ Wants you to go to college

Comments _____

Plans for your financial support in college: (Check one)

_____ Entirely supported by family

^x _____ Part-time work will be necessary (about how many hours a week?) 10

_____ Total self-support will be necessary (about how many hours a week?) _____

_____ G.I. Bill

_____ Vets Rehab. Training

_____ State Aid

_____ Scholarship

_____ Other

List in chronological order all your civilian *work or employment experiences* to date (including *part-time or summer jobs*):

<i>Firm</i>	<i>From To</i> (give year & month)	<i>Nature of Work</i>	<i>Salary</i> (per month)
<i>Farm</i>	<i>June 1947-Aug. 1947</i>	<i>General farm work</i>	<i>\$110</i>
<i>Eckert and Co.</i>	<i>two weeks</i>	<i>surveying</i>	<i>85¢ an hour</i>
_____	_____	_____	_____
_____	_____	_____	_____

Which of these jobs did you like best? Farm work

Why? Best qualified for it and the only job I did for any length of time.

List, in order of preference, five occupations in which you would like to earn your living. Do not consider your abilities or job opportunities in making this list. Just consider whether or not you would be happy in the work.

REASONS FOR INTEREST IN THESE

OCCUPATION	OCCUPATIONS
1. <i>Farmer</i>	<i>Best qualified</i>
2. <i>Mechanic</i>	<i>I like to work with machinery</i>
3. _____	_____
4. _____	_____
5. _____	_____

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? Have a steady job, with a good salary, and part of the time spent by hunting, fishing, or just plain traveling

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

- 3 Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.
- _____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.
- _____ Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.
- _____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.
- 2 Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.
- _____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.
- 1 Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? Ag. Education

What other possibilities have you considered? Air conditioning in houses

When did you make your present choice? (give the year) 1948

Why did you make this choice: (check reason or reasons)

- | | |
|--|--|
| _____ Family suggestion or tradition | _____ A long personal interest in the work |
| _____ Friend's or teacher's advice | _____ It is most profitable financially |
| <u>x</u> The vocation of someone you admire or respect | <u>x</u> It is best suited to my abilities |
| _____ Suggested by study in school | <u>x</u> Chosen as being most interesting intellectually |
| _____ Suggested by study in college | _____ Choice made on my own responsibility |

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain
and satisfied_____ Uncertain x Very
questionable_____

How much information have you about the requirements of the vocation you are choosing? None_____ Some x Extensive_____

What vocation do (or did) your parents want you to follow?_____

Why?_____

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

My present college records, interviewing the school, talking to graduate of Dunwoody, and living with a person who graduated from Dunwoody

Have you any physical disabilities? (describe) No

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough_____	_____	Any unexplained respira-	_____
Mumps <u> x </u>	<u> 10 </u>	tory disorder_____	_____
Measles <u> x </u>	<u> 7 </u>	Malaria_____	_____
German measles_____	_____	Chorea (St. Vitus Dance)	_____
Chicken pox <u> x </u>	<u> 9 </u>	_____	_____
Encephalitis_____	_____	Rheumatic fever_____	_____
(sleeping sickness)	_____	Scarlet fever_____	_____
Epilepsy_____	_____	Heart disease_____	_____
Infantile paralysis_____	_____	Nervousness_____	_____
Any other kind of	_____	Sleeplessness_____	_____
paralysis_____	_____	Exhaustion_____	_____
Tuberculosis_____	_____	Hearing defects	_____
Pneumonia_____	_____	(specify)_____	_____
Influenza_____	_____	Typhoid fever_____	_____

	Age		Age
Smallpox_____	_____	Tingling_____	_____
Diabetes_____	_____	Frequent or persistent	
Stuttering_____	_____	headaches_____	_____
Stammering_____	_____	Frequent or persistent	
Other speech defects_____	_____	backaches_____	_____
Hernia_____	_____	Eye defects	
Other physical de-		(specify)_____	_____
fects_____	_____	Others (specify)_____	
Fainting spells_____	_____	_____	_____
Convulsion or fits_____	_____	_____	_____
Dizziness_____	_____	_____	_____

Comments or remarks:

Underline any of the following words which describe your general make-up:

persevering, friendly, patient, stubborn, capable, tolerant, calm, im-
petuous, pessimistic, reserved, bashful, self-confident, jealous, talented,
quick-tempered, cynical, tactful, conscientious, cheerful, submissive, ex-
cited, irritable, anxious, poor health, nervous, easily exhausted, un-
happy, frequent periods of gloom or depression, frequent daydreaming,
sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

- _____ Living at home with my family.
- _____ Living in a University Dormitory or Cooperative House.
- _____ Living in a rooming house.
- _____ Living in a fraternity or sorority house.
- x Living in the home of an employer, of friends, or of relatives.
- _____ Living in my own apartment.

From what person or other source did you hear of the Student Counseling Bureau?

Dean Peterson, University Farm

Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have *not* been able to solve adequately, place a check (✓). After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

- | | Check Here |
|---|------------|
| 1. I usually feel inferior to my associates. | _____ |
| 2. I have been unable to determine how much time I should study. | _____ |
| 3. I have too few social contacts. | <i>x</i> |
| 4. I have difficulty in making friends. | _____ |
| 5. I do not know how to obtain the money I need. | _____ |
| 6. I have been unable to determine what I am best able to do. | <i>xx</i> |
| 7. I do not know how to take good lecture notes. | _____ |
| 8. I do not get along well with my parents. | _____ |
| 9. I often have difficulty in keeping friends. | _____ |
| 10. I am unable to determine what I would like to do. | <i>x</i> |
| | |
| 11. I have not obtained parental approval of my vocational plans. | _____ |
| 12. I do not have enough to talk about in company. | _____ |
| 13. I receive inadequate financial help from my family. | _____ |
| 14. I do not know how to outline text-book assignments. | _____ |
| 15. I am unable to get along with my brothers and/or sisters | _____ |
| 16. I have been unable to make a satisfactory religious adjustment. | _____ |
| 17. I am not interested in my studies. | _____ |
| 18. I do not have enough information about job opportunities and duties. | _____ |
| 19. I am frequently embarrassed when with others. | _____ |
| 20. I usually do not enjoy being with members of the opposite sex. | _____ |

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Solid Geometry					
Trigonometry					
Ancient History	<i>B</i>				
Medieval History					
Modern European History					
English History		<i>B</i>			
American History			<i>B</i>		
C. L. P.					
Civics				<i>A</i>	
Social Science					
Sociology					
Economics					<i>C</i>
General Science	<i>B</i>				
Biology				<i>C—</i>	<i>F, D</i>
Chemistry			<i>C—</i>		
Physics					
Shorthand					
Typing				<i>A</i>	
Junior Business Training	<i>C—</i>				
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing					
Electricity					
Manual Training—Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Brandon, Carl A. Case Number 16284
COLLEGE Agriculture, Forestry and Home Economics
DATE 4/18/48

Summary:

(Counselor's dictated notes)

This was a very brief contact as Carl has not had a chance to take any of the tests. He said, however, that he was getting interested in the surveying courses down at Dunwoody and I gave him two names there of people that he might see directly, Mr. Carlson and Mr. Michaels. That was about all we discussed and he decided to go immediately to the testing room to start on some of his tests. Then we arranged an appointment for the future.

(Actual transcription of the above interview)

- C. I think I'll shut this window, if it's all right with you. It's kind of chilly.
- S. That's all right. (pause)
- C. Well, do we have anything to talk about today?
- S. Well, I don't know, I just . . . uh . . . you said something about those tests . . . I was supposed to take those tests.
- C. Uh huh. You didn't have a chance to do those . . .
- S. No, I haven't had a chance to . . .
- C. Uh huh. Well, maybe we made the appointment a little too preliminarily, did we?
- S. Well, I think so.
- C. You haven't had a chance to take any one of them yet?
- S. No, I haven't.
- C. Uh huh. Do you have anything you'd like to talk about today? Have you gotten any ideas . . .
- S. Well . . .
- C. Since we talked the last time?
- S. Uh . . . I looked over Dunwoody . . . and . . .
- C. Uh huh.
- S. I don't know . . . that surveying may be all right. I may try to get into that.

- C. Uh huh. That looked kind of good to you?
- S. Uh huh. I think so.
- C. Have you been down there or did you just look over . . .
- S. No.
- C. You're talking about the things . . .
- S. I just looked through . . .
- C. I was showing you . . .
- S. Yes . . . uh huh.
- C. Uh huh.
- S. I'm planning to go down there as soon as possible . . .
- C. Uh huh.
- S. And talk to them down there.
- C. Do you know anybody to ask for down there?
- S. No, I don't.
- C. Well, there are several people that you might ask for if you want a name. Sometimes it makes it a little easier to . . .
- S. Uh huh.
- C. Say, I want to talk to so and so. A Mr. Carlson is the one that most of us know the best.
- S. Uh huh.
- C. He's been out here to tell us about Dunwoody and so on. He's one of the assistant directors.
- S. I see.
- C. Part of his job is to just see people who are interested in finding out what the school is about.
- S. Uh huh.
- C. So you might ask for him, if you like, or there's a Mr. Michaels who also does the same thing.
- S. Uh huh.
- C. You may ask for him. What you're going to do is to get more of an idea of what it is, isn't that right?
- S. Yes, uh huh. (pause) And . . . uh . . . these tests . . . do I come in any time?
- C. Uh huh. Any time between 8 and 12 and 1 and 5, Monday through Friday.
- S. And what I'll do is just . . . walk in the testing room then . . .
- C. Uh huh, and this card is placed in the file there at the entrance to the testing room.
- S. Uh huh.
- C. So that all you'd have to do is go ask for your card and they give you the tests we've checked.
- S. Oh, I see.

- C. When do you think you might be able to do that? Do you have any time in the near future?
- S. I'd suppose I could do one today.
- C. Uh huh.
- S. This afternoon.
- C. Uh huh. (pause) You've got quite a few . . . shall we hold off and make the appointment to look at the test results about two weeks from now? Do you think that'll give you enough time? Or we could make it later than that . . .
- S. Oh, I think that'll be all right.
- C. Two weeks from today, you think, maybe?
- S. Uh huh.
- C. O.K. We might put it on the book that way because we get so jammed up . . .
- S. Yes.
- C. That way you'll know that we have an appointment.
- S. Uh huh. (pause)
- S. Then I just come in any time I . . . just to finish them all . . . before . . .
- C. Uh huh.
- S. Two weeks from today.
- C. Uh huh. And if you can't finish all but one, that'll be O.K.
- S. Oh, yes, uh huh.
- C. You can get a good bunch of them done by then, don't you think?
- S. Oh, I think so.
- C. Uh huh. Would you like to start right now . . .
- S. Yes, I could . . .
- C. And let this be the end of our interview for today, or do you have something else you'd like to . . .
- S. No, I haven't.
- C. O.K. Maybe by the time you come in again you will have had a chance to talk to the people down at Dunwoody . . .
- S. Uh huh. I'll try . . . yes.
- C. We can talk about that at the same time.
- S. Uh huh. Shall I just go in there and start the tests?
- C. Yes, I'll go down there with you.
- S. O.K.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME Brandon, Carl A. Case Number 16284
COLLEGE Agriculture, Forestry, and Home Economics
DATE 5/13/48

Summary:

Failed to keep appointment May 2, 1948.

I. *Client's statement of his problem.* Mr. Brandon was in to see his test results.

II. *Clinical data.* In going over the test, particularly as the result of the discussion of the Strong Vocational Interest Test and some of the material on the Individual Record Form, Carl stated that he has come to the conclusion that he will check into the training at Dunwoody in the next few weeks. He is still considering Industrial Education as one other alternative. He has some doubts on that still, however, and thinks he might best be suited for something like the air conditioning and refrigeration course at Dunwoody or perhaps the surveying course. He seemed to gain a good deal of reassurance from the way all the test results came out and stated that he felt he had learned a good deal which was helpful about himself through the testing and discussion here.

III. *Clinical synthesis of problem.* Vocational indecision appears to be lessening through the client's understanding better his standing in the course he has attempted.

IV. *Diagnosis.* Still lack of information. I mean by this not so much lack of self-information but lack of curricula information which I believe he will be getting on his own.

V. *Counseling techniques and their effectiveness.* Techniques used were mainly questioning, test interpretation, information giving and reflection. Rapport seemed to be good and, as I stated earlier, the boy stated his satisfaction with the outcome of the counseling.

VI. *Prognosis.* Good for mechanical training.

VII. *Follow-up.* None indicated at present.

LIST OF VISUAL MATERIALS

The following list of visual materials can be used to supplement some of the material in this book. This list, although subdivided by chapters, is a comprehensive rather than a selective list. Therefore, we suggest that each film be previewed before it is used as some may contain information that is too advanced while others may contain information that is too elementary.

These films can be obtained from the producer or distributor listed with each title. (The addresses of producers and distributors are given at the end of the bibliography.) In many cases these films can be obtained from your local film library or local film distributor; also, many universities have large film libraries from which they can be borrowed.

The running time (min) and whether it is silent (si) or sound (sd) are listed with each title. All the motion pictures are 16mm black and white films unless otherwise stated.

Each film has been listed once in connection with the chapter to which it is most applicable. However, in many cases the film might be used advantageously in connection with other chapters.

CHAPTER 1

And So They Live (NYU 25min sd). Shows the unsatisfactory relationship between education and the local necessities of life which characterizes American education in many parts of the country.

Aptitudes and Occupations (Coronet 16mm sd). Shows six fundamental human abilities—mechanical, clerical, social, musical, artistic, and scholastic—and how these can be determined. Indicates broad fields in which certain combinations of abilities are required.

Choosing Your Occupation (Coronet 10min sd). Shows self-appraisal, occupational possibilities, preparation requirements, and guidance facilities.

Emotional Health (McGraw 20min sd). Points out frequency of emotional upsets; if prolonged, importance of professional care; basic techniques of psychiatric treatment.

Feeling of Rejection (CanNFB 23min sd). Shows how mental and emotional problems which build up during childhood emerge as serious problems in adult adjustment.

Learning to Understand Children: Part I—A Diagnostic Approach (McGraw 21min sd). Presents case study of an emotionally and socially maladjusted girl of 15. Diagnostic techniques shown in detail.

Learning to Understand Children: Part II—A Remedial Program (McGraw 23min sd). Continues case study of Part I showing some specific remedial techniques.

Meeting Emotional Needs in Childhood: The Groundwork of Democracy (NYU 33min sd). Concerned with kind of attitude toward people and sense of community responsibility child is developing as he grows to adulthood.

The Children (New Haven 10min sd). Offers the theory that since no two individuals are alike, all children should be offered whatever they need to develop fully their potentialities in the school.

The Teacher as Observer and Guide (TC 20min sd). Shows teachers guiding pupils to better ways of solving their problems, providing needed assistance to slow learners, promoting the growth of character and citizenship, and observing and stimulating the development of artistic talent.

Youth in Crisis (UWF 18min sd). Portrayal of present-day problems brought on by wartime uncertainties and change in our way of living. Shows sound method of solution by intelligent community study and action, stressing need for society or the home to provide young people with security and recognition.

You and Your Family (AssnFilms 10min sd). How young people and parents should feel and act toward one another; typical family problems presented.

CHAPTER 3

Learning Democracy (EdFilmService 20min sd). Shows how young people can gain experience in the democratic processes through participation in school or community projects.

We Plan Together (TC 20min sd). Shows an eleventh-grade group planning cooperatively for learning in their core class over a period of several months.

CHAPTER 4

Are You Popular? (Coronet 10min sd). Points out that popularity is based on being friendly, considerate, and interested in other people.

Attitudes and Health (Coronet 10min sd). A nontechnical explanation of some ways in which emotional problems affect physical health.

Design for Education (Sarah Lawrence 25min si or sd). Shows use of field activity as well as reading and discussion in the learning process in which emphasis is placed upon individualized instruction.

Educating Father (NYU 5min sd). An excerpt of the feature film on the theme of choosing a vocation in which a father wants his boy to be something other than what the boy wants to be.

Principles of the Art and Science of Teaching (Io 55min sd). Shows cooperative teacher-class development of an assignment based on principles of formulation of immediate and ultimate objectives, selection of content and activities, and adoption of method.

What's on Your Mind? (CanNFB 10min sd). Explains help psychiatry is providing for many mental ills.

CHAPTER 6

Cadet Classification (PennS 20min sd). Illustrative of tests used by Army Air Forces in classifying cadets.

Careers for Girls (MOT 18min sd). Shows relationships between girls' everyday interests and types of work they might do successfully; covers wide field open to women.

Counseling—Its Tools and Techniques (Mahnke 22min sd). Shows a well-trained counselor at work; what tools and techniques to use in counseling and how to use them to the best advantage.

Frustration Play Techniques (NYU 35min sd). Study of normal personality development in young children and demonstration of special techniques in diagnosis of normal personality.

Psychological Implications of Behavior during Clinical Visit (NYU 20min si). Gives clues to a child's emotional attitudes

as seen through his overt behavior while awaiting examination, during physical and dental examination, I.Q. tests, and play.

CHAPTER 9

Experimental Studies in Social Climates of Groups (Io 30min sd). Shows behavior of boys organized in clubs run on democratic principles, as an autocracy and as a laissez-faire group. Shows responses when groups are changed from one type to another.

Psychoneurosis with Compulsive Trends in the Making: Life History of Mary from Birth to Seven Years (NYU 60min si). Shows how child develops neurosis through interaction with those in home environment. Illustrates how so-called average child may never be referred for needed psychiatric treatment.

This Is Robert (NYU 80min sd). Traces the development of an aggressive, "difficult," yet thoroughly appealing child from his early nursery school days to his first year in a public school. Shows how we constantly reveal, to discerning observers, our deep-lying needs and attitudes through our behavior.

CHAPTER 10

Alice Adams (NYU 15min sd). The dance-sequence excerpt from the feature in which a young girl finds herself at a disadvantage in a community where her friends are richer than herself. Her sensitiveness to appearances leads her into exaggeration and fantasy.

Finding Your Life Work (Mahnke 22min sd). Depicts a high school student thinking about his choice of occupation; how he goes about determining a wise choice for himself. (This is the first in a series that includes some sixty titles on the sixty principal occupations.)

Is There Room for Us? (Minn 20min sd). Shows aspects of vocational orientation.

Motor Aptitude Tests and Assembly Work (PennS 18min si). Compares performance of a subject having striking motor ability with that of a subject of average capacity in a series of motor-aptitude tests.

Of Pups and Puzzles (TFC 20min sd). A study in individual differences and techniques followed in fitting job applicants to positions where they will be of greatest usefulness.

SOURCES OF FILMS LISTED ABOVE

- AssnFilms—Association Films (YMCA Motion Picture Bureau), 347 Madison Ave., New York 17.
CanNFB—National Film Board of Canada, 620 Fifth Ave., New York 20.
Coronet—Coronet Instructional Films, 65 E. South Water St., Chicago 1, Ill.
EdFilmService—Educational Film Service, 180 N. Union St., Battle Creek, Mich.
Io—State University of Iowa, Bureau of Visual Instruction, Extension Division, Iowa City, Iowa.
Mahnke—Carl F. Mahnke Productions, 215 E. 3rd St., Des Moines 9, Iowa.
McGraw—McGraw-Hill Book Co., Inc., Text-Film Department, 330 W. 42nd St., New York 18.
Minn—University of Minnesota, Audio-Visual Extension Service, University Extension Service, Minneapolis 14, Minn.
MOT—March of Time Forum Edition, 369 Lexington Ave., New York 17.
New Haven—New Haven Department of Audio-Visual Education, 15 Ivy St., New Haven 13, Conn.
NYU—New York University Film Library, 26 Washington Pl., New York 3.
PennS—Pennsylvania State College, Audio-Visual Aids Library, State College, Pa.
Sarah Lawrence—Sarah Lawrence College, Bronxville 8, N.Y.
TC—Teachers College, Columbia University, Bureau of Publications, 525 W. 120th St., New York 27.
TFC—Teaching Film Custodians, Inc., 25 W. 43rd St., New York 18.
UWF—United World Films, Inc., 445 Park Ave., New York 22.

INDEX

A

Abilities, conservation of, 26-27
 hierarchies of, 263-264
 Achievement tests, 165-166
 Adjustment, to educability, 68-69
 life, 275-277
 problems and related services,
 47-49
 Admissions, selective, 87-89
 Advising, 229-236
 direct method, 233-234
 explanatory method, 234-236
 persuasive method, 234
 Advisory Committee on Education,
 55, 85
 Advisory personnel work, 71-72
 Aldrich, Margaret Glocker, 118
 Allen, F. H., 6
 Allport, Gordon, 10, 20, 131, 132,
 141, 146, 182, 183, 206, 243,
 245, 249-250, 251-253
 Alvarez, Walter C., 204
 Analysis, 101
 character, 174, 258-259
 Analytical data, critical review of,
 191-193
 representativeness of, 193-196
 sources of, 128-129
 Analytical tools, types of, 131, 135-
 146
 Anderson, G. Lester, 68-69
 Anderson, Harold H., 58
 Anderson, H. Dewey, 262
 Anecdotal records, 142, 156-157
 Appel, Kenneth E., 106, 210, 256
 Aptitude tests, 168
 claimed interests, 176-177
 Astrology, 259
 Attitudes, importance of, 89-93
 Autobiographies, 141-142
 Ayres, L. P., 42

B

Baker, Harry Leigh, 56-57
 Barron, Margaret E., 271
 Bell, John E., 6, 153
 Bell, Reginald, 274
 Benedict, Ruth, 276
 Bennett, Margaret, 274
 Berdie, Ralph F., 207
 Berning, T. J., 68-69
 Bingham, Walter Van Dyke, 137,
 179, 222, 265
 Bixler, Ray H., 130
 Bixler, Virginia, 130
 Blackwell, Ernestine B., 117
 Blau, Raphael, 263
 Boardman, Martha T., 38
 Bode, Boyd H., 30
 Bordin, E. S., 19, 20, 105, 111, 115-
 117, 200-202, 214, 218, 238
 Bradshaw, F. F., 45
 Bragdon, Helen, 163
 Bregman, E. O., 84
 Brewer, John M., 5, 145
 Brewer, Joseph E., 58
 Brill, A. A., 6
 Brolyer, Cecil R., 254
 Brophy, Dorothy, 138
 Brouwer, Paul J., 45
 Brown, Milton T., 121
 Brumbaugh, Aaron J., 167
 Bryngelson, Bryng, 210
 Burk, Frederick, 42
 Burnham, Paul Sylvester, 163, 253-
 254
 Burton, Arthur, 123, 132
 Burt, Harold Ernest, 137, 172, 174,
 258
 Butts, R. Freeman, 21, 32, 40, 84

C

Cantril, Hadley, 7, 20, 151
 Carmichael, O. C., 30

- Carnes, Earl F., 108, 125
 Carter, Harold D., 169, 170
 Case study, 132-135
 Cause and effect relationships, 245-247
 Chamberlin, Dean, 43
 Chamberlin, Enid, 43
 Chapin, F. Stuart, 246
 Character analysis, 174, 258-259
 Characteristics, measurement of, 242-245
 Charcot, 106
 Claimed interests, 176-177
 Clark, Kenneth E., 119
 Clement, Stuart Holmes, 222-223
 Coffman, Lotus D., 89
 Combs, Arthur W., 9, 123
 Conant, James Bryant, 26
 Conservation of human abilities, 26-28
 Coulter, Ellis Merton, 32
 Counselee, role of, 105-111
 Counseling, clinical, 74-77
 coordination of, 62-63
 definition of, 101
 developmental stages of, 4-13
 and diagnosing, 223-224
 educational, neglected factors in, 265-277
 evaluation of, 62
 experimental evaluation of, 111-125
 adjustment in college as a criterion, 115-117
 changes in self-aptitudes as a criterion, 123-125
 college grades as a criterion, 117-118
 continuance in training as a criterion, 121-122
 job adjustment as a criterion, 112-115
 measured changes in personality as a criterion, 122-123
 social adjustment as a criterion, 118
 students' opinion evaluation as a criterion, 119-121
 Counseling, function of, 2-4
 instructional, 72-74
 as an integral part of teaching, 51-54
 language as technique in, 277-280
 as methodology, 16-18
 objectives of, 4
 as psychotherapy, 6-9
 as question formulation, 279-280
 role of, in educational institution, 13-19
 as social interaction in personality development, 8-13
 social neutrality of, 22-28
 strategic timing of, 18-19
 supervision of, 63-64
 techniques, categories of, 215-218
 as vocational guidance, 5-6
 without diagnosis, 54-55
 classification of, 224
 discreteness versus selective appropriateness, 218-220
 specificity of, 220-221
 Counselors, role of, 105-111
 teachers as, 57-61
 trained versus untrained, 55-56
 Curtis, S. A., 42
 Cowley, W. H., 14, 31, 32, 37, 45, 46, 57, 62
 Cox, Rachel Dunaway, 61
 Coyle, Grace Longwell, 11
 Crawford, Albert Beecher, 163, 222-223, 253-254
 Crose, Jean M., 91
 Cumulative records, 135-137
 Curriculum, adolescent's, 16
 as counseling resources, 265-271
 Curti, Merle, 22, 33
- D
- Dalton plan, 43
 Darley, J. G., 78, 101, 115, 132, 141, 143, 163, 171
 Darley, Kathleen McConnon, 78
 Data, for analysis of personality, 151-163

- Data, for analysis of scholastic aptitude, 163-177
 collection of, 151-177
 Davidson, Percy E., 262
 Davis, Allison, 1
A Design for General Education, 78, 83, 263
 Dewey, John, 24, 25, 40, 47, 109, 233
 Diagnoses, categories of, 198-203
 testing of, 200
 Diagnosing, clinical, 181-185
 and counseling, 54-55, 223-224
 experimental, 181-184
 unscientific methods of, 256-261
 Diagnosis, 101, 249-253
 procedures in, 185-188
 as related to prognosis, 188-191
 validation of, 204-207
 Dickson, William J., 6, 17, 92, 271
 Differences, individual and trait, 253-256
 Dodge, Arthur F., 263
 Douglass, Harl R., 39
 Drought, Neal E., 43
 Dvorak, B. J., 113

E

- Earle, Frank M., 113, 144
 Eckert, Ruth E., 69, 99
Education for All American Youth, 36
The Education of Free Men in American Democracy, 31
 Education, goals of, 15-16, 18
 Educational counseling, neglected factors in, 265-277
 Ego-involvements, 7, 20
 Ellingson, Mark, 142, 195
 Emotional disturbances, identifying symptoms of, 158-159
 England, Arthur O., 120
 Erickson, Clifford E., 61
 Experiences, vocational, 174-175
 work and school, 175
 cooperative experiences in, 175

F

- Fallacies of human judgment, 259-261
 Fedder, Ruth, 9
 Field forces, 9
 Flexner, Abraham, 30, 36, 37
 Foley, J. D., 119
 Follow-up, in clinical counseling, 101
 Ford, Guy Stanton, 86
 Frank, Lawrence K., 1
 French, Will, 30
 Freud, Sigmund, 6, 8, 47, 106, 210, 256, 278
 Froehlich, Clifford, 61, 111
 Frostic, F. W., 42
 Fryer, Douglas, 222

G

- Garrett, Annette, 137
 Gauss, Christian, 40
 Gaw, Frances, 113
 German education, influence of, 12, 14, 21, 28, 30, 32-35, 39, 46
 Gideonse, H. D., 36
 Glazer, Stanford H., 120
 Grades, school, 172
 teachers', 166-168
 Graphology, 259
 Greenleaf, Walter J., 61
 Gregg, Alan, 81-82
 Group work, 70-71
 Guilford, J. P., 256, 259
 Guthrie, E. R., 205

H

- Haefner, Ralph, 93, 165
 Hahn, Milton E., 73, 263
 Hale, Lincoln B., 163
 Hanghurst, Robert J., 9
 Hanson, Louis M., 91
 Harding, T. S., 204
 Harper, William Rainey, 41
 Harris, Robert E., 123, 132
 Hawkes, Anna L., 38
 Hawkes, Herbert E., 38, 87

Hill, John, 122
 Hill, Reuben, 118
 Hinrichs, A. F., 262
 Hobbies, 175-176
 Hooks, Janet M., 262
 Hopkins, L. B., 59
 Hopkins, Mark, 45
 Hoppock, Robert, 73, 263
 Hull, C. L., 254
 Human characteristics, measurement
 of, 242-245
 Hunt, E. P., 114
 Hunt, J. McV., 106, 132, 153, 210,
 256, 259
 Hunt, William A., 107
 Hutchins, Robert Maynard, 36, 37

I

Impersonalism in education, 14-15
 Individual differences, 253-256
 Individuality, diagnosis of, 249-253
 Individualization, development from
 mass methods, 39-44
 in educational philosophy, 31-32
 Industrial trips, 175
 Information, occupational, 261-263
 vocational, 176
 Insight and not reeducation, 278-279
 Instructional techniques, 78-82
 Intellectualism, adopted in American
 universities, 33-35
 in educational philosophy, 31-39
 in English and German universi-
 ties, 32-34
 to personalism, 31-39
 Interviews, 137-140
 with successful men, 174
 Irrationality of thinking, 256-258

J

Jackson, Claude E., 226
 James, William, 30
 Janet, P., 106
 Jarvie, L. L., 142, 195
 Jennings, J. R., 113
 Jessup, Walter A., 38

Johnson, Wendell, 137, 160-163,
 180, 199, 200, 214, 272, 277,
 278, 279, 280, 281
 Johnston, J. B., 38, 88, 93, 98
 Jones, Edward S., 131, 138, 153,
 156, 259

K

Kaplan, Oscar, 163, 168, 262
 Kelley, Janet Agnes, 11, 70
 Kelley, Truman L., 253
 Kirkpatrick, Forrest, 68
 Kluckhohn, Clyde, 7
 Konopka, Gisela, 11

L

Language, of maladjustment, 160-
 163
 as technique in counseling, 277-
 280
 Learned, W. S., 79, 93
 Lecky, Prescott, 6
 Leuschner, Armin O., 88-89
 Lewin, Kurt, 9, 10, 146, 245, 252
 Lieberman, Joshua, 11
 Life adjustments, 275-277
 Lilge, Frederic, 34
 Linton, Ralph, 277
 Lipkin, Stanley, 120
 Lipsett, Laurence, 121
 Long, Louis, 122
 Lorge, Irving, 263
 Lynd, Helen M., 277
 Lynd, Robert S., 30, 277

M

MacIntosh, Archibald, 43, 85, 89,
 90, 93, 97, 98, 268
 MacLean, Malcolm S., 16, 39, 43
 Maier, N. R. F., 202
 Maller, J. B., 153
 Marshall, Thomas O., 69
 Mass methods, in educational phi-
 losophy, 31-33
 to individualized techniques, 39-
 44

Mayo, Charles, 204

McClosky, Herbert, 24

McClusky, Howard Y., 2

McConn, Max, 96, 97, 163

McGowan, Carolyn L., 271

McGrath, Earl J., 30, 83

McNeely, John H., 268

Mead, Margaret, 277

Measuring human characteristics,
242-245

Meehl, Paul E., 24

Mehus, O. Myking, 246

Mental hygiene, 271-274

Mentalistics, 36-37

Methods of diagnosing, unscientific,
256-261

Mocrae, Angus, 113

Moehlman, A. B., 42

Moore, Bruce Victor, 137

Morgan, Arthur E., 38

Morrison, J. Cayce, 36

Motivation, 221

Mueller, Kate Hevner, 18, 158, 271

Muench, George A., 122-123

Munroe, Ruth L., 43, 155

Murphy, Gardner, 6, 10, 12, 151

Murray, Henry A., 7, 132

Myers, George E., 5, 45

Myrdal, Gunnar, 110

N

Narman, Garmezy, 91

Neglected factors in educational
counseling, 265-277

Neidlinger, Lloyd B., 89-90

Neureiter, Paul R., 28

Neutrality, as indifference, 24-25
and permissiveness, 23-24

Numerology, 259

O

Oakley, C. A., 113

Occupational-ability profiles, 264-
265

Occupational information, 261-263

Odell, C. W., 42

Orton, Dwayne, 45

P

Palmistry, 259

Parkhurst, Helen, 43

Paterson, Donald G., 5, 46, 74, 91,
114, 119

Paulsen, Friedrich, 33, 89

Pepinsky, Harold B., 202

Personalism, development from in-
tellectualism, 35-39

in early American universities, 32

in educational philosophy, 31

and student personnel work, 44

Personality tests, 154-156

Personnel functions, in junior col-
lege, 66-67

in junior high school, 65-66

placement, 67-68

in senior college, 67

in senior high school, 66

Personnel work, contributions of
teachers to, 58-59

coordination of, 62-63

evaluation of, 64

and instruction, integration of, 80-
82

organization of, in colleges, 61-62
in high schools, 61

purpose of, 44-45

and science, 242-256

and standards, 99-100

supervision of, 63-64

types of, advisory, 71-72

clinical counseling, 74-77

group work, 70-71

instructional counseling, 72-74

Personnel workers, classifications of,
69-70

functions of, 45-46

as mediators, 93-95

and teachers, reciprocal relation-
ships of, 60-61

Pestalozzi, Johann Heinrich, 40

Phrenology, 259

Placement, 67-68, 87-89

Plant, James S., 273

Price, Louise, 70

Prognosis, 101, 188-191

Progressive Education Association,
47
Psychotherapy, 6-9
Public institutions, obligation of, 97-
98
Pundt, Alfred C., 33
Pupil personnel functions in second-
ary schools, 46

R

Raimey, Victor R., 123, 125
Rapport, establishment of, 225-227
Reciprocal relationships of teachers
and personnel workers, 60-61
Records of activities, 157-158
Reed, Mary Frances, 58
Referral, 237-238
Religion and education, 21
"A Report of the President's Com-
mission on Higher Education,"
1, 26-28, 30, 36, 55
Robinson, Bruce B., 274
Robinson, Francis P., 108, 125
Rodger, T. A., 113
Roens, Bert A., 133
Roethlisberger, F. J., 6, 17, 92, 271
Rogers, Carl R., 6, 20, 122, 125,
138, 152, 201, 278, 279
Rogers, Herbert W., 255
Rothney, John W. M., 133
Rousseau, Jean Jacques, 40

S

Sarbin, Theodore R., 140
Schmidt, George P., 32
Scholastic-aptitude tests, 163-165
Scholastic standards, 94-100
School grades, 172
Science and personnel work, 242-
256
Scott, William E., 43
Search, Preston W., 42
Sears, Robert R., 110
Seipp, Emma, 113

Selective admissions and placement,
87-89
Self-diagnosis, 203
Self-understanding, cultivation of,
227-229
Self-valuation, as an integral part of
developmental adjustments, 19-
28
Shank, Donald J., 32, 45, 51-54
Shartle, Carroll L., 262
Sheldon, Henry D., 12, 34
Sherif, Muzafer, 7, 10, 20, 151, 157,
158, 277
Simon, Henry W., x
Simos, Irving, 120
Situationist point of view, 10
Slavson, S. R., 11
Smith, Leo F., 121
Smith, Payson, 114
Snedden, David, 35
Snyder, William U., 106, 123-125,
138
Snygg, Donald, 9
Spafford, Ivor, 73, 99
Spain, C. L., 42
Spemann, H., 10
Standards by failure, 87
Statistics, application of, 247-249
Steward, Charles D., 262
Stirk, S. D., 12, 28
Stone, C. Harold, 114-115, 120
Stott, Mary B., 113
Strang, Ruth, 57, 70, 132, 133, 137,
138, 140-142, 163, 179, 220-
221, 226, 227, 265
Strom, Ralph J., 90-91, 120
Strong, E. K., Jr., 92, 112, 169, 221,
256
Student mortality, 86-95
Student personnel functions in col-
lege, 46-47
*The Student Personnel Point of
View*, 25, 45, 47
Student personnel work, purpose of,
44-45
Stuit, Dewey B., 154
Sturtevant, Sarah M., 38
Super, D. E., 138, 143, 168

Symonds, Percival M., 137, 138,
182, 226, 227
Synthesis, 101

T

Taba, Hilda, 9
Teachers, contributions of, to per-
sonnel work, 58-59
as counselors, 56-58
grades, 166-168
and personnel workers, reciprocal
relationships of, 60-61
Tests, achievement, 165-166
as analytical techniques, 143-146
aptitude, 168
personality, 154-156
scholastic-aptitude, 163-165
vocational interest, 168-172
Thinking, irrationality of, 256-258
Thorndike, E. L., 42, 84, 242-243
Thorne, F. C., 109, 220
Thurstone, L. L., 256
Tiffin, Joseph, 6, 138
Tilton, J. W., 84
Time-distribution form, 140-141
Toven, Richard J., 117-118
Trabue, M. R., 44, 113
Trained versus untrained counselors,
55-56
Traxler, Arthur E., 131-133, 136,
163
Trecker, Harleigh B., 11
Tryon, Caroline, 1
Tyler, Ralph W., 163

U

Understanding the world of work,
261-265

V

Validating the diagnosis, 204-207
Van Sickle, J. H., 42
Viteles, Morris S., 56, 114, 180, 221,
259-271
Vocational versus cultural emphasis,
82-86
Vocational experiences, 174-175
Vocational guidance, 5-6
Vocational information, 176
Vocational-interest tests, 168-172

W

Wallen, John L., 138
Warner, William Lloyd, 26
Warren, Constance, 43
Warters, Jane, 70
Washburne, C. W., 43
Washington, Forrester B., 55
Watson, Goodwin, 145
Watson, Robert I., 138, 180, 210
Westburgh, Edward M., 180, 189
White, Andrew Dickson, 32
Wilkins, E. H., 57
Williams, Cornelia T., 45, 99
Williamson, E. G., vii, 1, 2, 20, 27,
63, 76, 87, 101, 102, 105, 111,
114-119, 141, 218, 238
Winnetka plan, 43
Witmer, L., 42
Wolf, Ralph R., 253-254
Wood, Ben D., 93, 165
Woodyard, E., 84
Wrenn, C. Gilbert, 137, 138

Z

Zachry, Caroline B., 1

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